

# THE INSTRUCTOR

*April*

1937





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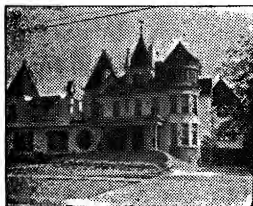
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# UNIVERSITY OF UTAH—

SALT LAKE CITY

# THE INSTRUCTOR



OFFICIAL ORGAN OF THE SUNDAY SCHOOLS OF THE CHURCH OF  
JESUS CHRIST OF LATTER-DAY SAINTS

DEVOTED TO THE STUDY AND TEACHING OF THE RESTORED GOSPEL

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PRESIDENT HEBER J. GRANT, *Editor*    GEORGE D. PYPER, *Asst. Editor*    ALBERT HAMER REISER, *Mgr.*

Volume 72

APRIL, 1937

No. 4

## SECOND ASSISTANT GENERAL SUPERINTENDENT GEORGE RICHARD HILL

*By A. Hamer Reiser*

The "Who's Who" of Latter-day Saints Sunday Schools would give you the following facts about George R. Hill, Second Assistant Superintendent of the Deseret Sunday School Union Board whose picture appears upon the front cover of this issue of *The Instructor*.

Born April 10, 1884, in Ogden, Utah, the son of George Richard Hill and Elizabeth Nancy Burch. His grandparents, the paternal pioneers of 1847 and the maternal of 1848, settled in Ogden. He moved with his parents to a farm in Springville in 1889, attended school in Springville, graduating in 1900. Graduation from the B. Y. U. High School in 1904, the University in 1907 with the degree of Bachelor of Science, one year later from the Utah Agricultural College with a degree of B. S. in agriculture and in 1912 from Cornell University with the degree of Doctor of Philosophy, accounts for his academic progress.

His career in Church work is revealed in these facts: Baptized at the age of 8 years, ordained to the Aaronic Priesthood at 12, serving as Deacon, Teacher and Priest, and then to the Melchizedek Priesthood as a Seventy, now a member of the 220th quorum of Seventy; officer and teacher of the Y. M. M. I. A., later becoming a member of the General Board from 1926 to 1935; Sunday School

chorister and teacher in Springville Third Ward and Logan Fifth Ward; superintendent of Logan Fifth Ward Sunday School and Stake Sunday School Boards in Salt Lake and Cache Stakes; member of the General Board 1925; set apart as a member of the General Superintendency of the Deseret Sunday School Union in October, 1934.

From boyhood his occupational interests have been centered in agriculture. In 1907 and 1908 he was instructor in agriculture in the Latter-day Saints High School. 1910 to 1912 he served as instructor in plant physiology in Cornell University. In 1912 and 1913 he was research assistant in the Missouri Botanical Gardens; professor of botany and plant pathology at the Utah Agricultural College at Logan 1913 to 1925; Dean of the College of Agriculture, 1915 to 1925. Since 1925 he has been director of the department of agricultural research of the American Smelting and Refining Company. He is a member of the American Association for the Advancement of Science, of the Botanical Society of America, of the American Society of Plant Physiologists, of the Utah Academy of Science, and of Sigma XI.

On April 10, 1914, he married Elizabeth Odette McKay, daughter of David and Jennette Evans McKay of Huntsville, Utah.

Children: Elizabeth, George Richard III and David McKay Hill.

To this impressive array of facts, revealing the very active, broad and intensive career and interests of Dr. Hill, must be added a word about his avocation. To be adequately inclusive that should be described as interest in the improvement of everything that grows with emphasis upon plants and with extra special emphasis upon boys and girls. The facts about his Sunday School service reveal his interest in boys and girls and an intimate knowledge of his love for his own children would reveal the exalted form which that emotion takes in his life. The following facts about his career in Scout work more particularly reveal his interest in boys. He has been active in Scouting for more than 21 years. First as Scout Master of troop 5 at Logan, Utah, and later as a member of the Cache Valley Council, also chairman of the Oquirrh District, Member of Salt Lake

area Council, and Vice President of the Salt Lake Council.

As the foregoing facts abundantly suggest here is a personality saturated with youthful exuberance and vital power. To be in his presence and to feel the influence of his spirit is to experience something remarkably akin to the growth-stirring power of nature which is so aptly expressed in Lowell's introductory lines to the *Vision of Sir Launfal*. His joyous zest for living and his eagerness for action affect those around him in a way which resembles the effect upon nature of the life-stirring warmth of the sun in springtime.

In his presence and under the influence of his dynamic spirit

"Joy comes, grief goes, we know not how;  
Everything is happy now,  
Everything is upward striving;  
'Tis as easy now for the heart to be true  
As for grass to be green or skies to be blue."

## YOUR PERSONALITY

*Claire Stewart Boyer.*

### II. Unity of Self

"The highest achievement of civilization," said General Smuts, "is personality." And the symbol of perfect personality is Christ. "His body was whole," Gibran says, "and every part loved every other part." A unity of being he presented to the world, a completeness that was power. Most of us are fragmentary, physically as well as mentally. We need a uniting idea. Christ's idea was that the body was a temple. Holding to this thought, one demands of himself reverence for his own body and for all personalities. The dancer uses her body as a medium through which the spirit of beauty flows to the audience. Rachmaninoff plays the piano with such unity that the music streams from him instead of from his instrument. Stokowsky unites the dream of many souls into one magnificent dream by the force of his personality. And the poet, feeling his heart the center of his being, lets his hope radiate from him in melody and words; making his very body radiant.

But what of us who are not great? Mary Austin says we are all possible geniuses, but only a few are willing to unite their energies and focus their interest on its achievement. Perhaps we don't even care to be exceptional. There is a feeling among many that healthy normality is the good life.

But even then the being can be united by an idea.

Business men have slogans for that purpose—to unite their attention for specific and distinctive achievement. The men and women we associate with every day who seem to know where they are going have a thought that holds their days together and therefore tends to integrate them. Some of them have only one word—"Courage," "Persistence," "Joy!" A philosophy of life made concrete.

The science of personality is self organization. But we must organize ourselves around a center. There is a physical center—the heart. There is a mental center—an idea. There is a higher center, spirituality.

From our center of being all life radiates as the blood flows. The person who holds this thought bows not from his neck but from his heart. His gestures are not from his elbows but outward from his center self. His arms don't dangle, they belong. His legs are not stilts, they are his foundation. He never wonders what is high adventure. He is secure for he has what Lloyd Douglas calls "Self-adequacy." He feels with Aristotle that "everything in the world moves naturally to a specific fulfillment," and that, "your duty is what you yourself will do in so far as you clearly discover who you are and what your place in the world is."

# EDWARD P. KIMBALL: AN APPRECIATION

By George D. Pyper

The flash that came from Washington, March 15th announcing the sudden death of Elder Edward P. Kimball, which occurred that morning, came as a great shock to the whole membership of the Church, but especially to the Deseret Sunday School Union Board, of which he had been a member since November 2, 1915.



EDWARD P. KIMBALL

Associated in the same ward, brought in intimate touch in social, musical and religious circles, we were close friends. In 1935 we attended together the Sunday School Convention in New York, and I was his auto guest to Washington, then to Mount Vernon and return. That last association with Brother Kimball and his dear family was a memorable love feast.

Brother Kimball was pianist and assistant to John J. McClellan in the Salt Lake Opera Company and on the 6000-mile tour of the Tabernacle Choir in 1912 under my management; and on all occasions he was always cooperative and considerate. His natural wit and humor made him a cherished friend and companion.

I am glad that the life of Edward P. Kimball touched mine on this sphere of action. Mine, I know, has been enriched by the contact.

Edward P. Kimball was a strong and lovable personality, aggressive but tolerant. He had his likes and dislikes, and he was not slow to express them. What he loved he loved with all his heart and what he hated he hated with his whole soul. But his love was for his family, his friends, his art and the Church to which he devoted his rare talents. His hate was for sin and iniquity.

As a Sunday School worker he was ardent and efficient, adding much to the musical advancement of the organization. On the Church Music Committee he was an indefatigable worker. Eleven of his compositions grace the volume of *Latter-day Saint Hymns*.

His mission in the nation's capital was a brilliant culmination of a life of musical activity. Though seemingly untimely, it is inspiring to know that he died with his armor on, a faithful watchman on the walls of Zion. But I cannot think of my friend "Ed" as being dead. He was too strong, too virile, too enthusiastic, too dynamic to ever pass out of life. I appreciate the lines of Robert Louis Stevenson's, which he wrote on the death of a friend.

"He is not dead, this friend, not dead  
But in the path we mortals tread,  
Gone some few trifling steps ahead,  
And nearer to the end;  
So that you, too, once past the bend,  
Shall meet again as face to face  
This friend, you fancied Dead."

God bless the memory of Edward P. Kimball. May resignation and comfort come to the hearts of his bereaved wife, father and family.

## A TRIBUTE TO THE MEMORY OF ELDER EDWARD P. KIMBALL

The following letter of sympathy prepared by a committee of the Deseret Sunday School Union Board, composed of Tracy Y. Cannon, Adam S. Bennion and Earl J. Glade, was sent to Sister Hazel B. Kimball, wife of our departed member:

Mrs. Hazel B. Kimball,  
Salt Lake City, Utah.

Dear Sister Kimball and Family:

On the Console of Mortality Ed has played his last postlude. But the echo of his living will linger with us always.

For more than twenty-one years we have enjoyed the privilege of his fellowship. Those years have revealed him as a rich and rare soul. His natural gifts were so manifold and his activities so varied that he defies classification. He is unique in the chronicles of the Church.

Do we think of his outstanding qualities, they fairly flood the mind.

He was

Versatile  
Dynamic  
Gifted of Speech  
Alert  
Industrious  
Full of Faith  
Rich in Humor and Repartee  
Decisive in Attitude and in Conclusions  
Loyal  
Artistic  
Devoted to his Family  
Proud of his Heritage  
Tender.

His was a magnetic soul. He drew choice people to him and warmed them when they came.

Do we turn to his performance, what a record he crowded into a brief half-century.

A student—here and abroad  
A teacher  
Tabernacle Organist  
Member of the Church Music Committee  
A compiler of the L. D. S. Hymn Book  
Director of Operas

Composer—Think how his Gold and Blue bound together the students of the old L. D. S.

President of the Salt Lake Rotary  
District Governor of Rotary  
Secretary of Rotary in Washington, D. C.

Director of the Swanee Singers  
Member of the General Sunday School Board

Member of Timpanogos Club

Director of Orchestras

A champion of his Faith and a powerful preacher in its defense.

In each of these fields he rendered distinctive service. He was a great artist but he was also a great defender of the faith. We know of the devoted affection he cherished for all of you. We were honored in his membership on our board.

May the memory of his notable life and achievements be a solace to you as they will be an inspiration to us and may the Lord sustain you by the comforting influence of His Holy Spirit.

Affectionately your Brethren and Sisters,

*The Deseret Sunday School Union Board,*

George D. Pyper,  
Milton Bennion,  
George R. Hill,  
General Superintendency.

A. Hamer Reiser,  
General Secretary,

## *A Teacher's Prayer*

By Helen Kimball Orgill

O guide me in ways of thy choosing, dear Lord,  
And make my path clear now I pray;  
And help me to throw off the shackles of sin  
That hold me and bind me today.

May I have desires for naught but to serve  
And help spread the Gospel's glad ray;  
To be with the seekers for pearls of truth—  
Half hidden they gleam by the way—

And find in mere living a richness of grace  
To feel love for thy children all;  
And since the soul wants of those I would serve  
Be ready to answer each call.

To unfold the plan of thy dealings with man,  
The glories of all time help them see,  
With deep inspiration awaken their minds  
To bring souls with joy unto Thee.

# THE DESERET SUNDAY SCHOOL UNION

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## FROM THE DESK OF THE GENERAL SUPERINTENDENCY

### THE INSTRUCTOR MORE IMPORTANT THAN EVER

Recent changes made in the Sunday School Quarterlies make *The Instructor* more important than ever. Regulations of the Post Office department governing second class matter do not extend second class mailing privileges to books or manuals of study.

Hence the changes in the Quarterlies which make them magazines containing essays and articles on Gospel subjects.

*The Instructor*, containing teachers helps for the preparation and presentation of lessons in the regular Sunday School courses of study provides the schedule of dates and lesson numbers for the guidance of teachers in using the Gospel essays and articles in the Quarterlies.

### THE NEW PRIESTHOOD-SUNDAY SCHOOL PLAN SUCCEEDS

Box Elder Stake reports satisfactory adjustment to the new plan. The monthly Priesthood Quorum meetings are held as heretofore on one Sunday afternoon of each month, thus making it unnecessary to use the last Sunday morning of each month for this purpose. This simplifies or solves many problems and also gives the Melchizedek Priesthood groups another weekly opportunity for checking up.



### A GOOD RECORD OF ATTENDANCE

These three sisters, of Gretna, Virginia, have attended Sunday School every time it was held since its organization, April 23, 1933—almost four years. They are Helene Rowland, secretary, and Edith and Irene, twins, daughters of Jesse G. Rowland of the address named. We commend these young ladies for their loyalty to the Sunday School. Perry C. Woodson is the superintendent of the Gretna school.

## MOTHERS' DAY PROGRAM

(Material to be used in the Mothers' Day program outlined in *The Instructor* for March, page 103)

### The Prophet Joseph Smith:

"Blessed is my mother, for her soul is ever filled with benevolence and philanthropy; and notwithstanding her age, yet she shall receive strength, and shall be comforted in the midst of her house, and she shall have eternal life."

### President Brigham Young:

"Of my mother—she that bore me—I can say, no better woman ever lived in the world than she was. My mother, while she lived, taught her children all the time to honor the name of the Father and Son, and to reverence the Holy Book. She said, 'Read it, observe its precepts and apply them to your lives as far as you can. Do everything that is good. Do nothing that is evil, and if you see any persons in distress, administer to their wants; never suffer anger to arise in your bosoms, for if you do you may be overcome by evil.'" (Brigham Young's sermon on Aug. 15, 1852, taken from "Brigham Young, The Man and His Work," by Nibley.)

### President John Taylor:

The name of President John Taylor's mother was Agnes Taylor. She was the mother of ten children, of whom John was the second child. Although but little has been written about her, she must have been a remarkable woman. If we may judge her character by her son's, she must have been a woman of dignity, of bravery, of courage, of intelligence, and a great lover of liberty.

### President Wilford Woodruff:

Wilford Woodruff, while on a mission in 1837, finds epitaph of mother at Avon, Connecticut. Beulah Thompson Woodruff died at age of 26, when Wilford Woodruff was 15 months old.

"A pleasing form, a generous heart,  
A good companion, just without art;  
Just in her dealings, faithful to her friend,  
Beloved through life, lamented in the end."

### President Lorenzo Snow:

Eliza R. Snow says: "Without the least shadow of vanity we can truly say of our parents, their integrity was unimpeachable, and they were trustworthy in all social relations and business transactions of life; and carefully trained their children to habits of industry, economy, and strict morality, and extended to them the best facilities for scholastic education the country at that time afforded."

### President Joseph F. Smith:

"I learned in my childhood that no love in all the world can equal the love of a true mother. When I was fifteen years of age and was called to go to a foreign country to preach the gospel the strongest anchor that was fixed in my life was that love which I knew she had for me. This feeling for my mother became a defense, a barrier between me and temptation. I have learned to place a high estimate upon the love of mother. I have often said that the love of a true mother comes nearer being like the love of God than any other kind of love. Motherhood lies at the foundation of happiness in the home and of prosperity in the nation."

### President Heber J. Grant:

"I live today in the eightieth year of my life as one whose mother was all to me. She set an example of integrity, of devotion and love; of determination and honor second to none. Her life was a sermon that rings through my soul to this day. One of the main reasons I am President of the Church today is that I have followed the advice and counsel and burning testimony of the divinity, of God which came to me from my mother." (*The Improvement Era*.)

## Your Own

Your own roof over your head,  
Your own ground under your feet,  
A little path of yours to tread  
And a little wife to meet—  
Well, a man may wander the world around,  
If it isn't HIS wife, if it isn't HIS ground,  
When night comes down and the shadows fall  
He is only a wanderer, after all.

—Selected.

## TWO-AND-A-HALF-MINUTE TALKS

### III

One of the most difficult problems of a speaker is to make his physical body an asset rather than a liability during the speech. His person is constantly before the audience. The attention of everyone is centered on him. Everything he does communicates messages or makes impressions on his listeners. The reactions from what the audience sees in the speaker usually either helps or handicaps him. If he lounges on his feet, or assumes an indifferent or inferior attitude, what he says cannot carry much weight with those who hear him. On the other hand, if he stands with alertness and has self-confidence, he puts himself in a strategic position.

Jesus must have produced a very favorable impression as a speaker, for we are told that audiences followed him into the

mountains, into the wilderness and to the sea shore to hear him. So far as I remember there is just one statement in the Bible that describes how He spoke. It is this: "He speaks as one having authority." Visualize in your mind how one talks when he impresses others with the feeling that he speaks with authority and you have the key to a successful platform attitude.

When one speaks "as one having authority," he acts neither inferior nor superior, yet he stands firmly and with confidence. He looks his audience in the eye. He does not lounge on his heels or on the rostrum, but is alert and aggressive—though not too aggressive. His bearing is not offensive, but is of the type that causes the audience to feel that he knows whereof he speaks, and has the courage and confidence which springs from conviction. When you address an audience, try to follow in the footsteps of the Master by impressing your audience with the feeling that you "speak as one having authority."

### Prelude

*Quietly*

GEORGE H. DURHAM.

*poco riten*



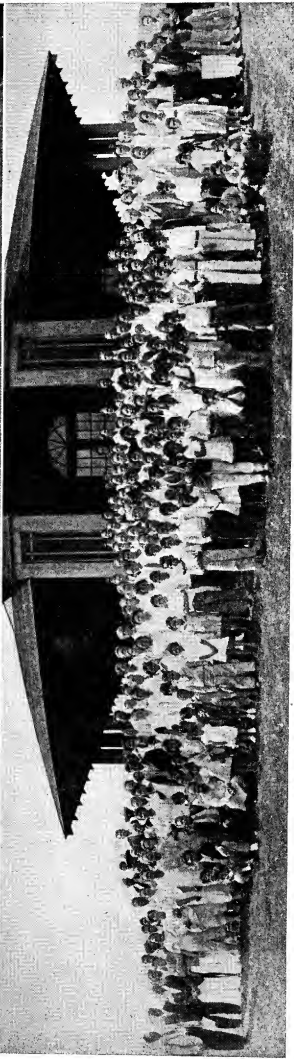
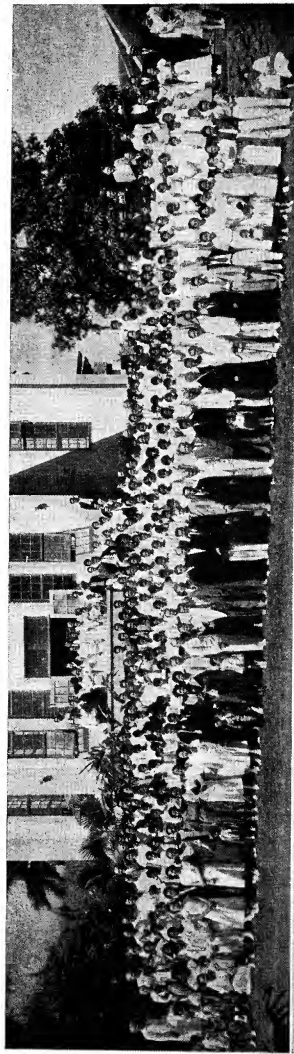
### SACRAMENT GEM FOR JUNE, 1937

(D. S. S. Songs, No. 287, Verse 3)

Help us, O God, to realize  
The great atoning sacrifice;  
The gift of Thy Beloved Son,  
The Prince of Life, the Holy One

### Postlude





Upper picture: Maui District Sunday School and Primary Conference at Wailuka, Maui, Hawaii. Henry Kaa, District Council Chairman, Chas. Kamaooha, District Superintendent, Margaret Silva, Primary President, Elder Donald F. Brimley, Presiding Elder. Attendance 457.  
 Lower picture: Molokai District Sunday School and Primary Conference: Henry Kaalakahi, Council Chairman, Wm. Lelepali, Sunday School District Superintendent, Sister Bush, Primary President, Elder Stanley W. Holman, Presiding Elder.  
 President of the Hawaiian Mission, W. Francis Bailey, Sister Bailey, Elder Eldred L. Waldron, Mission Supervisor of Sunday Schools, Sister Ruth Johnson, Missionary Primary Supervisor and Sister Leimoni Kalama, Mission Y. W. M. I. A. Supervisor appear in both pictures.



# THE MISSIONS



General Board Committee: Robert L. Judd, Chairman; Bishop David A. Smith,  
Vice Chairman; Alfred C. Rees

## SUNDAY SCHOOLS IN THE RAINBOW ISLANDS

By A. Hamer Reiser

Attend a Latter-day Saints Sunday School anywhere in the world and you should feel perfectly at home. The program of exercises with which you are familiar will be presented. Familiar songs will be sung. A congenial, familiar spirit of fellowship will surround you.

If it is a Sunday School in the Hawaiian Islands which you attend, the softly spoken melody of that beautiful vowel-filled tongue will add its own charm to the services.

You will be impressed with the interludes of silence with which the speaking and singing features of the program are punctuated, for though the Hawaiian Schools are typical Latter-day Saint schools in that they are filled with active children, they are profoundly quiet, orderly and reverential. Much of the at-homeness which the visitor enjoys is due to the way in which the familiar standard activities of the Sunday School program are conducted. Responses to recitation, singing, two and a half minute talks come without restraint or hesitation.

In some schools instruments for musical accompaniment are not available. The singing is nevertheless spirited and beautiful.

The visitor will be impressed by the earnestness with which teachers and students take up their opportunities for education in the classroom. A serious desire to learn the priceless Gospel lessons is everywhere in

evidence. Inattention and disorder are rare.

The intelligence and sincerity of the officers and teachers are also impressive. Experience, talent and testimony have been earnestly sought and abundantly found in these Island Sunday Schools. Resourceful and open-minded alertness for ways of improving the Sunday Schools is constantly employed.

The visitor will be impressed by the disposition of the officers and teachers to read carefully everything offered in *The Instructor* and by their willingness and desire to apply what they read to the betterment of their Sunday Schools.

On the garden island, Kauai, the eight Sunday Schools account for 609 Latter-day Saints.

The fourteen schools on the island of Maui, where the earliest missionary work of the Church was done by Elder George Q. Cannon, account for 1071.

The three Sunday Schools on the famous island of Molokai account for 301 members.

The eighteen Sunday Schools on the big island, Hawaii, account for 1093.

One delightful feature of these schools is the beautiful singing of the children. Under talented leadership excellent children's choirs are organized. Sister Julia Kekaula is the conductor of the children's choir on the island of Kauai, Sister Afoon Kamauoha, of the Maui children's choir. The children forming the second row from the front in the upper photograph compose the children's choir of Maui. The children in the front in the lower photograph compose the choir for the island of Molokai.

## *With What Measure Ye Mete...*

We get back our mete as we measure—  
We cannot do wrong and feel right.  
Nor can we give pain and get pleasure,  
For Justice avenges each slight.

The air for the wing of the sparrow  
The bush for robin and wren;  
But always the path that is narrow,  
And straight for the children of men.

—Selected.

# SECRETARIES



Albert Hamer Reiser, General Secretary

## FOUR PURPOSES OF SECRETARIAL WORK

Secretaries have been reminded on several occasions in years past that they have four distinct and important functions to perform. Their work is designed for the purpose first, of gathering the facts about the condition of the Sunday School; second, of organizing those facts into significant relationships; third, of preserving these facts for future comparative studies and for historical purposes; and, fourth, of publishing the facts to the executive officers of the school who are responsible for its advancement and well-being.

It will be observed that every one of these functions is important. No one of them can be dispensed with without impairing the other functions and making their performance difficult if not impossible.

The function of gathering facts about the condition of the Sunday School is performed by proper marking and keeping of the officers and teachers roll and the class roll, as well as the enlistment, excused and cradle rolls and by the record of items called for in the minute book.

The function of organizing facts into significant relationships is performed by filling out the statistical sections of the minute books, quarterly summaries and by compiling monthly, quarterly and annual reports.

The function of preserving the facts is performed by writing them down and by keeping rolls and records in a safe and accessible place. The function of publishing the facts is performed by submitting regular and special reports to the ward and general officers. It is idle to designate one function as more important than another. Each being indispensable to the performance of the others makes each one as important as the other.

However, the very great importance of the last function should be fully appreciated. All the time and effort devoted to gathering, organizing, and preserving facts is nullified to a very great extent if these facts are put to no use, but are simply hidden away from the officers who ought to know what they reveal.

The officers are busy. Often they are preoccupied with other details, but it is important to the welfare of the organization that these officers be kept accurately informed about the condition of the school and about features showing need for improvement.

The work of these officers, as diligently

and earnestly done as it may be, may in fact be nullified if the records reveal that the school is constantly losing ground or is developing weak spots in unobserved places and the secretary does nothing to warn the officers of these conditions.

The secretary is the only officer who has the means of discovering these subtle developments, and the responsibility is therefore all the greater that this function of publishing the facts be adequately performed.

By performing in effective and intelligent ways, the function of publishing the facts about the Sunday School to the officers, the secretary has it within his power to keep the organization moving steadily forward.

A very profitable period in the secretary's department of the Union Meeting could be devoted to a discussion of the most effective ways of publishing the facts about the Sunday School as they are revealed by the secretary's records. Pages of closely packed figures in columns, though these may represent well organized and carefully analyzed facts, are often not effective means of publishing these facts to the officers.

The secretary should adopt the method of making known the facts which will save as much mental effort on the part of the officers as possible. It is well to use a method which will show at a glance what the situation is.

This often requires limiting the report to a few and preferably to one item and showing by a clear visual method of presentation what the method is. For example, in one stake visited recently, the members of the superintendency responsible for records and the secretaries had prepared graphic charts or curves showing fluctuations of attendance at the Sunday School over a period of two years. These curves showed erratic fluctuation. They revealed conditions about which the officers were either no doubt uninformed or vaguely aware. It was a very commendable and highly instructive project and one which should result in improved executive control and planning for these schools.

The facts about many problems recommended for study by secretaries in the January issue should be set forth in such graphic, vivid, visual way.

Perform the publishing function conscientiously, intelligently and effectively and thereby give full force and effect to the other important functions you perform. By doing this you will discover that your work is deeply appreciated and highly important to the improvement of the Sunday School.



# LIBRARIES



General Board Committee: A. Hamer Reiser, Chairman;  
Horace H. Cummings and T. Albert Hooper

## SHARING YOUR DISCOVERIES

A few months ago Librarians were urged to start building up indexes of suitable material for Sunday School lessons. Subsequently it was recommended that the librarians in a stake cooperate in a stake-wide project of sharing their discovery of worthwhile enrichment material with others within the stake.

If this project has been undertaken and continued with moderate diligence, some very rich and helpful indexes and collections are no doubt now available to Sunday School teachers. Librarians who have not undertaken this project are urged to begin. If you must work alone, make a start nevertheless. You will be highly repaid in personal satisfaction, and teachers who learn of your resources will be deeply appreciative of your work.

So your associate officers and teachers may be kept informed about your department and your progress in the work of assembling enrichment material for their use, it is suggested that the librarian prepare a simple mimeograph or hectograph list of the materials available or that the Superintendency be asked to give the librarians each month, opportunity in the monthly report and business meeting of local officers and teachers to announce what materials are available for their use.

Librarians understand of course, that in addition to assembling in the libraries, books, magazines and pamphlets, their work should include gathering, classifying, indexing and lending pictures, maps, charts and other appropriate visual aids. The librarian's department in fact should provide the tools for the teaching departments of the Sunday School to which teachers may come with the confidence that here they will be able to obtain helpful material and receive suggestions which the librarian has to offer as to where such material can be obtained.

The librarian is the Sunday School lesson enrichment expert. Since it is the purpose of the Sunday School class to teach the gospel, the predominant forms of lesson enrichment will be those which have to do with the gospel. In the light of the way Latter-day Saints interpret the gospel and the broad view they have of religion, a very extensive field for the assembling of enrichment material is offered.

Gospel hymns and songs are a rich source of appropriate poetry and verse.

The sources of pictures, maps and like illustrative material are abundant.

With all of these, librarians should be familiar. Librarians might with profit include in their indexes of helpful material, classifications which will provide ready suggestions on suitable forms of pupil participation in dramatization and the spoken arts.

One helpful division of the index might be "Dramatization" and another "Subjects for Short Talks on Gospel Themes." As subjects for short selections suitable for these subjects are discovered, a note for the index should be made and filed in the proper section.

As these indexes are built up, librarians at the Union Meetings have excellent opportunity to share with their fellow librarians their discoveries and new findings. By this process every librarian's stock will steadily increase. The findings of discriminating librarians added to by such sharing will tend to keep the quality of libraries and their offerings to pupils and teachers very high and the content rich. The supply should be refreshing and ever improving.

The one point to be underlined and emphasized however is that librarians use some appropriate and effective means of keeping the officers and teachers informed about the material available. It is highly commendable for librarians to gather a rich fund of material, but it is even more important that the material assembled be used by teachers in the preparation of their lessons and in their classes. Therefore, by all means make adequate provision for sharing the resources of your library with other librarians and especially with teachers and pupils of your school.

Sharing with other librarians may be by giving them copy of the recent additions to your indexes, the sharing with pupils and teachers of your school should be by lending the materials of the library and by keeping them in active circulation and good condition.

The far reaching importance of this department and its work in the improvement of teaching should be constantly kept before the executive officers and the teachers so the librarian can have the whole-hearted, enthusiastic and intelligent support and co-operation of fellow officers and teachers in the Sunday School.

# CHORISTERS AND ORGANISTS

General Board Committee: Tracy Y. Cannon, Chairman; P. Melvin Petersen, Vice-Chairman;  
George H. Durham, Gerrit de Jong and Wallace F. Bennett

## APPROPRIATE MUSIC FOR JUNIOR SUNDAY SCHOOLS

The Junior Sunday School has become a very important member of the Great Sunday School family and as such, its needs must be amply and pedagogically supplied from all angles of successful approach, presentation, activity, soul-growth or guidance.

"Suffer the little ones to come unto me, for of such is the kingdom of heaven"—and—"Feed my sheep" and "Feed my lambs," were among the many injunctions of the Master.

The music of the Junior Sunday School *can and must* take an important role in this type of school, for it brings about pupil activity and participation at its best and is a splendid way to comply with the above high commission of the Master. Children of this age are very pliable and alertly susceptible to the influences of good music when well and appropriately chosen, directed, presented, and interpreted within the realm of their comprehension and enjoyment, and all musical participation should possess to the full the element of "Joy" and make old or young truly more happy, thankful, more noble and pure in thought and being.

I. The first, and a very important thing for all, and children especially, is a thoughtful selection, preparation and rendition of suitable "Preliminary Music." It should of all things be reverent, sacred, simple and played impressively upon an organ rather than the secular piano of the type found in most class rooms.

A dignified atmosphere, wholesome and inspiring, should maintain during this invitation or "call to worship." This is best, and most easily accomplished if the music be truly appropriate, artistically rendered and within the child's grasp of tonal beauty and appeal. Occasionally, it would be appropriate to use some well known songs of their realm, for they possess a double power for interest, *familiarity* and *charm*, (i. e.) "Jesus Once was a Little Child," "Away in a Manger," "I Think When I Read that Sweet Story of Old," "Did You Think to Pray," etc., etc.

Of course, use music also which has no word or text association, but let it be *simple, true, and beautifully appropriate*.

Never use music of any kind with irrelevant word or secular association no matter

how beautiful the melody and Harmony may be.

II. The "Sacramental Song" for children can be made one of the most impressively beautiful things possible; for the singing of sweet childish voices in remembrance of the Redeemer, who loved the little ones, is almost an *unforgettable* experience. So, make it the one most significant feature of all the opening exercises.

Don't forget, at every step, you are guiding young pilgrims to the promised land of peace and safety in the realm of God's kingdom.

Let this sacred moment not be doleful nor sad, but heightened by the light of reverent, peaceful joy. Little children can manifest faith and can do it through song, prayer and acceptable worship.

III. The "Prelude and Postlude" should be made appealingly beautiful and significant and some time during the hour of instruction the purpose thereof explained to their comprehension.

IV. "The Sacramental Music" is so often inappropriately chosen and perfunctorily performed that its very intrusion is antagonizing and immediately creates mental conflicts. This is done by the playing of popular songs, popular melodies and by the use of music with secular and theatrical word associations.

These things are just as welcome in a church as thieves in a parlor or a temple.

They have no place and serve no purpose in the program of our opening exercises and "artistic pride" and "Aesthetic Taste" should ne'er bid them enter into the realm of Holy Worship. They are as annoying as false doctrine; as absurd as witchery and more ill-fitting than a "hill-billy's" conception of perpetual motion.

There is such a profusion of good and appropriate music obtainable, to serve the needs of every occasion if we will but seek or inquire.

V. The Song Practice in the Junior Sunday School.

This differs slightly in approach to that for older persons. It must be more simple and direct and challenging, for they rarely have books and can't read very well.

The modern conception of all good teaching today is "From the whole to the part, *when, and as needed*."

1. Properly introduce the song as a guest should be introduced.

2. Let them hear it completely through in the most artistic way possible (played and sung), listening attentively.
3. Let the children hum the tune while the organist plays it.
4. Sing and play a complete phrase (children listening) and then let them imitate it perfectly until it is familiar.
5. Sing a phrase and let the children give the answering or complimentary phrase.
6. Let one group of children sing one phrase and another reply with the answering phrase.
7. If the song be very short—teach it as a whole.
8. Nothing short of a "whole or complete phrase" should be taken except as the part or fragment may demand.

VI. Little children love to march, so the problem here is one of pleasure usually.

For the Song Practice for the Junior Sunday School, No. 227, "Happy Greeting to All," is suggested.

For the Adult Sunday School Song, No. 33, "O, Thou Kind and Gracious Father," is suggested.

A very interesting device may be used with song No. 227 in the chorus.

1. Let them all sing the chorus when well learned.
2. Let one group next sing the first line of the chorus (or sentence rather).
3. Let another group reply with the next sentence.
4. Let another group sing "Happy Greeting."
5. Let another group sing the other "Happy Greeting."
6. Let all sing the last "Happy Greeting to All" together.



Miss May Anderson, Superintendent L. D. S. Primary Association and A. Hamer Reiser, General Secretary Deseret Sunday School Union, Eating Poi in Honolulu.

# UNION MEETINGS

## Direction of Teacher-Training Committee

### SUPERVISION IN THE SUNDAY SCHOOL

1. What problems needing supervisory attention arise in the administration of your Sunday School teaching activities?

2. How could supervision aid in solving these problems?

#### General Statement on Need of Supervision.

The Sunday School as the teaching auxiliary of the Church stands directly in need of a distinctive supervisory program for its teachers. The general inexperience of Sunday School teachers and the rather general unsatisfactory attendance and study attitude in most Sunday Schools brings a definite need for cooperative planning among teachers and supervisors in order to lift instruction to a level of effectiveness in the lives of students. The absence of attendance requirements, course requirements, credit, assignment and study facilities and much of the general external motivations present in weekday schools has too often taken from pupils the idea that Sunday School should be a place for study. This condition multiplies the problems of even the experienced teacher. How much more then would the newer, inexperienced teacher find need for assistance that might come from the careful supervision of an experienced teacher who has the creative, cooperative approach to supervisory problems. "Education is far too intricate and complex a human undertaking to be allowed to proceed without a unifying, coordinating force of some kind."

Supervision can best be handled by the best qualified teacher and educator available, and rightly belongs to him if he is inclined to be tactful, creative, and cooperative. If, however, an experienced teacher should approach the task of supervision as an overseer, inspector or dogmatic boss, his position may profitably be turned over to a less experienced teacher who will approach the problem as a cooperative guide, who will take the attitude that both teacher and supervisor need to work together experimentally to solve the teacher-problems that arise.

Supervision in education covers a rather wide range of functions. Barr and Burton in their book, *The Supervision of Instruction*, pp. 17 ff. make a rather complete listing of seven functions of supervision as follows:

1. "The direct improvement of classroom teaching." This is one of the most tradi-

tional and immediate functions of supervision.

2. "General improvement of teachers in service." This would involve suggestions and directions for reading, experimentation, study of methods and results and the general field of personal and professional improvement.

3. "Selection and organization of materials of instruction." This would involve a cooperative attempt to select and organize material from the resources available which would fit the specific group and condition. It would also necessitate guidance in the selection of supplementary material.

4. "Research and experimental study of the problems of teaching." This needs to be a cooperative activity among teachers and supervisors to plan new techniques, try them out, and measure results. In this process not only will there be a contribution to educational thought, but the very attitude and process of research is in itself an educative process for the teacher.

5. "Evaluation of the effectiveness of teaching." The combined study of the teacher and the supervisor upon the success of any teaching experience together with some objective testing data are both part of this phase of supervision.

6. "Development and maintenance of morale or esprit de corps." The mutual interest in teaching problems and the personal encouragement shared among all the teachers and supervisors in an effective supervision program is a most basic function in maintaining unity and enthusiasm in a teaching staff.

7. *Performance of Professional and semi-administrative duties.* The supervisor, as such, can attend to much of the routine of class direction and management, teacher selection, teaching evaluation, etc., which would otherwise fall upon the already overworked administrative head.

#### Problems and Projects.

1. List the concrete problems which you have in your Sunday School under each of these seven fields of supervision.

2. Organize seven committees which will collect the problems falling under each of these supervisory functions respectively, and organize them to form the basis for group discussion in Union Meeting departments or in a teachers' meeting.—Lynn Bennion.

# SPECIAL GIRLS' CLASSES

Ages 12 to 18

(Note: Where housing facilities are inadequate to take care of the separate classes in the Aaronic Priesthood ages, these special lessons for girls from twelve to eighteen should be given during the Aaronic Priesthood period.)

## GENERAL SUBJECT:

### WHY DO I BELIEVE?

#### WHY DO I BELIEVE THAT FAITH IS A PRINCIPLE OF SALVATION?

Lesson 9. June 6, 1937

(See Quarterly)

Probably no other topic will receive such a variety of treatments at the hands of the teachers as will this one.

It is obviously necessary, therefore, that the teacher contemplate how a foundation can be laid for building a structure of belief in the hearts of the class in this underlying principle of the Gospel. There are so many commonplace occurrences with which all are familiar that will serve as a starting point for the discussion. The implicit faith of the babe in its mother is one of the most beautiful illustrations, familiar to all. The very development of the child hinges largely upon that unquestioned trust, or faith. It puts forth endeavor to do things because mother invites it. The first attempts to walk are due to the faith that babe possesses since it is told by mother, father, brothers and sisters that that difficult feat can be accomplished. Without faith there will be lacking even the desire to experiment, which means development. The class will be ready with other simple illustrations to demonstrate the efficacy of faith in every day life. They will want to call attention to the school where attempts are made to solve problems, memorize selections, analyze and construct sentences, study trade and industrial questions and meet other requirements of school. There is always present a faith in their ability to complete the course and then to enter into higher institutions of learning or step out into practical life.

It is expected that all these points shall be brought out from the class and not be given in the form of conclusions by the teacher.

Every impulse in life is dictated by faith. Inasmuch as salvation, as interpreted by Latter-day Saints, is merely overcoming all difficulties, withstanding all temptation, and rising by degrees to a higher plane, it will at once appeal to Sunday School members, both young and old, that personal faith in one's ability to do all these things is, after all, the only hope to gain exaltation. Some one in the class is sure to express the belief that faith is the mainspring of all our religious activities. If the facts are not brought out voluntarily, the teacher, by proper questioning, should point out why we perform service in the Church; why we pay tithes and offerings; why we attend religious services; why we attend our devotionals; why we do work for the dead, and many other acts and practices required by the Church. In fact, the everyday things in life in conjunction with our religious life can be held up as evidence of the need and the presence of faith. Teachers will not fail to remember that this day is set apart not as a lecture period, but to get the reaction from the class, a relation of the impressions which they have received on this subject in the past.

#### Note.

In making assignments teachers are invited to read "Lectures on Faith" in the *Doctrine and Covenants*, contained in the earlier edition. Fresh information on the subject as afforded in these lectures will aid the teacher materially in directing the thought of the class on this day.

#### WHY DO I BELIEVE THAT REPENTANCE IS A PRINCIPLE OF SALVATION?

Lesson 10. June 13, 1937

#### Text.

We believe that the first principles and ordinances of the Gospel are: (1) Faith in the Lord Jesus Christ; (2) Repentance; \* \* \* (Articles of Faith).

#### I. Nature of Repentance.

##### a. Conditions leading to repentance.

1. Conviction of guilt.
2. Desire to be relieved from the ill effects of sin.

## 3. Determination to forsake sin.

## II. Elements of true repentance.

- a. Confession of sin (1 John 1:8, 9; see also Psalms 32:5; 38:18; B. of M., Mosiah 26:29, 30; Proverbs 28:13; Doc. and Cov. 64:7; 58:43).
- b. Willingness to forgive others (Matt. 6:12, 14, 15; 7:2; 18:23-35; Mark 4:24; Luke 6:38; 11:4; B. of M., III Nephi 13:14, 15; 12:23, 24; Doc. and Cov. 64:9, 10).
- c. Confidence in and acceptance of Christ's atoning sacrifice (Pearl of Great Price, Moses 5:6-8; 6:52; B. of M., III Nephi 27:5-7; see also II Cor. 7:10).

## III. Repentance a Gift of God (Matt. 3:7, 8; Acts 26:20; 11; 18; Romans 2:4; see also II Timothy 2:25).

- a. Conditions under which this gift is bestowed—worthiness as shown by humility and faith, "works meet for repentance" (Acts 26:20; see also Matt. 3:8).
- b. Freely bestowed upon all who merit it.
- c. Repentance not always possible.
  - (1) Ability to repent may be lost.
  - (2) The Spirit of God will not always strive with man (Doc. and Cov. 1:31-33; B. of M., Alma 34:33).

## IV. Repentance Essential to Salvation (Ecc. 17:20; Romans 3:10; I John 1:8; Isaiah 55:6, 7; B. of M., II Nephi 9:24; Alma 5:31-36, 49-56; 9:12; Doc. and Cov. 1:32, 33; 18:4; 20:29; 29:44; 133:16; see also Matt. 3:2; Mark 1:15; Luke 13:3; Acts 17:30; Doc. and Cov. 20:29).

- a. All men guilty of sin and therefore in need of forgiveness (Romans 3:23; I John 1:8).

## V. Repentance Here and Hereafter.

- a. This life a probationary state, affording opportunities for repentance.
- b. Missionary work among the departed implies possibility of repentance and reparation. — Note Christ's preaching to the spirits in prison between His death and resurrection. (I Peter 3:19, 20; Doc. and Cov. 76:73, 74.)
- c. Neglect as to repentance in this life may render difficult any repentance hereafter. (Read carefully B. of M., Alma 34:32-35.)

## General Reference.

"The Articles of Faith," Lecture V, pp. 113-120.

# WHY DO I BELIEVE THAT BAPTISM BY IMMERSION IS NECESSARY TO SALVATION?

## Lesson 11. June 20, 1937

In the treatment of this subject, as announced in the title above, preview or assign a week in advance. Encourage the members of your class to ask older members of the Church, and especially returned missionaries, to give their views on this subject. Urge them to study scriptural references pertaining to the subject. A few of these references are given below. Try to prevail upon the pupils to search out other passages for themselves. Also get them to search their own souls for inspirational reasons for their belief in this principle. Put the question to them: Why were you baptized by immersion?

Acts 2:38; Luke 7:29, 30; Acts 9:36, 38; 10:47, 48; 16:33; Moses 6:64, 65; John 3:5; Mark 16:16; Doc. and Cov. 76:51; 128:12; Doc. and Cov. 20:72-74; Matt. 3:13-16; Mark 1:4, 5; Romans 6:3, 4; Mark 1:9, 10; John 3:23; Col. 2:12; III Nephi 11:22-26.

Some valuable assistance can be found in the notes on the Mode of Baptism to be found on pages 24 and 25 of the Bible Ready Reference.

Read the article on the Mode of Baptism to be found in the *Articles of Faith*, by Dr. James E. Talmage.

Impress upon the pupils that one sure way to know the truth of this principle is to study it prayerfully and then pray fervently and sincerely to the Lord. They may know of a surety if they will do this.

Teachers will keep in mind that the class members are to express their own views; the teacher merely guides and directs the current of thought. In order to do this the teacher herself must be able to teach the subject out of her own soul.

## Lesson 12. June 27, 1937

(The teacher may choose a subject suitable for this day, from her experience with the class, or one suggested by the pupils in advance.)



# GOSPEL DOCTRINE

For Members of the Melchizedek Priesthood and Men and Women Over 20 Years of Age,  
Not Otherwise Assigned.

General Board Committee: Frederick J. Pack, Chairman; Mark Austin, Herbert B. Maw

## CAUSES OF THE AMERICAN REVOLUTION

For Sunday, June 6, 1937

### Text.

Sunday School Lesson (Quarterly) Number 18.

### Objective.

*Subversion of truth is always born of evil; the encouragement of truth is born of good.*

### Teacher's Helps.

It is not the intention in the discussion of the present lesson, or any of those that follow, to lay stress on the sordid aspects of war, or to arouse feelings of animosity toward either of the contestants. Indeed, precisely these things should be studiously avoided. America today entertains the kindest of feelings toward Great Britain and all her possessions. God Be Praised.

The teacher should emphasize only, the principal issues at stake, the chief one of which may be stated as follows: England was following a long-established custom by regarding the colonies as her rightful possessions; the colonies on the other hand, were advancing something relatively new when they demanded the right to govern themselves.

The fact is worthy of emphasis by the teacher that if the parties to the impending conflict had been adhering strictly to the Gospel of Jesus Christ, their conduct, both immediate and remote, would have been entirely different. Misunderstandings are commonly born of ignorance and a desire for personal gain, and war is always the outgrowth of evil, never of good. Slaughter of human beings is the very antithesis of everything good and holy. When men become wiser and more Christ-like, differences of opinion will be settled by wisdom, and not by the sword. Neither side to a worldly conflict is seldom wholly right; both are often largely wrong.

May God hasten the day when His spirit will so enlighten the souls of men that they will be willing to settle their differences at the conference table, rather than on the

field of battle, where pillage and murder prevail! And may God be praised that when Great Britain's misunderstanding with the colonists broke into an open conflict, the people of that mighty nation did not permit the war to continue until either side was totally crushed! It is comforting to believe that the spirit of brotherly love had much to do with its timely close.

### Questions.

To what nation did the American colonists belong, in the main? What influences were at work in the New World to change these colonists? Name some of the most prominent of these changes. How would these changes tend to bring about social and political differences between England and America?

## WINNING INDEPENDENCE

For Sunday, June 13, 1937

### Text.

Sunday School Lesson (Quarterly) Number 19.

### Objective.

*Freedom of action is essential to progress both here and hereafter.*

### Teacher's Helps.

Again the teacher is requested to avoid the discussion of sordid aspects of the war, or of topics that might create animosity toward either of the contending parties. As in the case of the preceding lesson, stress should be laid upon principles, motives, objectives.

If the teacher desires additional material on the differences between the English and the colonies, it is suggested that he consult any good history on the subject.

### Note.

This topic might appropriately be assigned in advance to some member of the class.

Below are reproduced excerpts from the Declaration of Independence, as adopted in convention assembled.

## The Declaration of Independence

In Congress, July 4, 1776.

"When in the course of human events, it becomes necessary for one people to dissolve the political bands which have connected them with another, and to assume, among the powers of the earth, the separate and equal station to which the laws of nature and of nature's God entitle them, a decent respect to the opinions of mankind requires that they should declare the causes which impel them to the separation. We hold these truths to be self-evident: that all men are created equal; that they are endowed by their Creator with certain inalienable rights; that among these are life, liberty, and the pursuit of happiness."

There follows a long list of statements setting forth the belief that these ends could not be attained under the then existing government.

"We, therefore, the representatives of the United States of America in general Congress assembled, appealing to the Supreme Judge of the world for the rectitude of our intentions, do, in the name, and by the authority of the good people of these colonies, solemnly publish and declare, that these United Colonies are, and of right ought to be, free and independent States; that they are absolved from all allegiance to the British crown, and that all political connection between them and the State of Great Britain, is, and ought to be, totally dissolved; that, as free and independent states, they have full power to levy war, conclude peace, contract alliances, establish commerce, and to do all other acts and things which independent States may of right do. And for the support of this declaration, and with firm reliance on the protection of Divine Providence, we mutually pledge each other our lives, our fortunes, and our sacred honor."

John Hancock.

This was signed by representatives of the following states:

New Hampshire, Rhode Island, New York, Massachusetts Bay, Connecticut, New Jersey, Pennsylvania, Delaware, Maryland, Virginia, North Carolina, South Carolina, Georgia.

Teacher, do you know of any scripture that foretells the outcome of the Revolutionary War? Have some one read it to the class. What were some of the elements that made the contest rather one-sided? (Distance, for example, unfamiliarity on the part of the English with the American forests, absence of roads, etc.) In what sense does the Declaration of Independence mean that all men are created equal—physically, intellectually, morally, spiritually, financially, or politically?

## THE CONSTITUTION OF THE UNITED STATES

For Sunday, June 20, 1937

Text.

Sunday School Lesson (Quarterly) Number 20.

Objective.

*The Latter-day Saints believe that the Constitution of the United States was divinely inspired.*

Teacher's Helps.

The Latter-day Saints cite the following as evidence that the Constitution of the United States is an inspired document: In 1833, when the saints had recently been driven from Jackson County, Missouri, the Lord counseled them to appeal to the rulers for redress "according to the laws and Constitution of the people, which I have suffered to be established, and should be maintained for the rights and protection of all flesh, according to just and holy principles." Speaking of the fact that men should be equal and free, and that no man should be in bondage to another, the Lord continued, "And for this purpose have I established the Constitution of this [the American] land, by the hands of wise men whom I raised up unto this very purpose, and redeemed the land by the shedding of blood" (*Doctrine and Covenants* 101:77, 80).

The high regard in which the Constitution of the United States was held by the Prophet Joseph Smith is attested by the fact that in his dedicatory prayer of the Kirtland temple he implored God that its principles be forever established in the land. (See *Doctrine and Covenants* 109:54).

Not only the American Constitution, however, is to be adhered to by Latter-day Saints, but the Constitution, whether written or unwritten, of every other nation where they live. The twelfth Article of our Faith reads, "We believe in being subject to kings, presidents, rulers, and magistrates, in obeying, honoring, and sustaining the law."

The eleventh Article of Faith reads, "We claim the privilege of worshipping Almighty God according to the dictates of our own conscience, and allow all men the same privilege, let them worship how, where, or what they may."

Amendment One of the Constitution of the United States contains the following: "Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof."

Every Latter-day Saint should be loyal to the country in which he lives.

(Continued on page 167)

# MISSIONARY TRAINING

## COURSE D—GOSPEL RESTORATION THEMES

For Elders and Other Young Men and Women of 19 and 20 Years of Age

General Board Committee: Robert L. Judd, Chairman; James L. Barker, Vice-Chairman;  
Carl F. Eyring

### CONCERT RECITATION FOR JUNE

John 8:31-32

"If ye continue in my word, then are ye my disciples indeed; and ye shall know the truth, and the truth, shall make you free."

### THE PHILOSOPHICAL BASIS OF MORMONISM

#### Lesson 17. For Sunday, June 6, 1937

##### Text.

Gospel Restoration Themes, Lesson 16; also the tract, *The Philosophical Basis of Mormonism*, by Dr. James E. Talmage.

##### Objective.

*The door to the Kingdom of God has been opened to all by the sacrificial death and resurrection of Jesus; but no one can enter except by his faith in the teachings of Christ and by his voluntary obedience to the principles and ordinances of the Gospel.*

##### Suggested Method Outline.

This lesson is a continuation of Lesson 15. Following the subject matter outlined by Dr. Talmage and the subject matter outlined in Lessons 9-13 used in the Missionary Training Department last year, the lesson might be presented as follows:

I. *The need of a Redeemer.* Let a class member present this subject as a short talk. In the presentation he might make clear the following points: Man stands in need of a redeemer, for by self-effort alone he is utterly incapable of lifting himself from the lower to a higher plane. Jesus is the only being fitted to become the Savior and Redeemer of the world. No other man has lived without sin. No other man has possessed the power to hold death in abeyance and to die only as he willed so to do. The victory over death was inaugurated by the resurrection of Jesus Christ, who had been crucified and slain. The assured resurrection of all who have lived and died on earth is a foundation stone in the structure of Mormon philosophy.

II. *Faith in the teachings of Christ.* Let the teacher select and read certain specific teachings of Christ. (See for example, Matt.

11:28-30; 20:26-28; 7:16-20; 18:12-14. John 6:43-51; 4:19-26; 8:31-34.) In each case have a class member point out how these teachings might be used in our daily life.

III. *Indispensable conditions of individual salvation.* These conditions are: First, faith in the Lord Jesus Christ; second, repentance; third, baptism by immersion in water; fourth, the higher baptism of the spirit or bestowal of the Holy Ghost. Present this subject by asking such questions as these: What does Alma say concerning faith? How would you distinguish between a belief in Jesus and a faith in Him? Justify the statement: "Faith is the compelling force behind every act, whether temporal or spiritual." What is the meaning of the statement: "Faith in the Lord Jesus Christ is best shown by deeds, not by lip service." Why do we suggest that sorrow and remorse are the first fruits, not the final fruits, of repentance? Explain why repentance is needed in the passing from the better to the best just as much as in passing from the bad to the good. Explain why each struggle in self-growth involves faith and repentance. Of what personal good is a concrete expression, such as, baptism in water, to a person who has learned by experience the worth of faith and repentance? Of what public good is such an expression? Does baptism imply a complete understanding of faith and repentance? In what way does your answer to this question apply to the child who is baptized at the age of eight? Who are eligible for the higher baptism of the Holy Ghost? What do you think of the statement, "Few baptized persons live up to their full opportunity in receiving aid of the Holy Ghost." What "price" must man pay in order to receive the full services of the Spirit of God and the Holy Ghost? Explain how this "price" is within the reach of all and that really it is not a cost but simply an establishment of personal capacity to receive God's services as a gift.

##### Assignment.

Next Sunday's lesson is, "Happiness for the Individual." Let each class member come prepared to give a list of the activities which he thinks bring happiness.

##### Two and One-Half Minute Talk.

If your class is given an opportunity to present such a talk, a pupil might prepare on the subject, "Conditions of Happiness."

**Teacher's Closing Minute.**

In closing the class the teacher might say, "May we appreciate Jesus as the Redeemer of the world by developing faith in Him and His teachings, and by learning through experience the value of faith and repentance."

**HAPPINESS FOR THE INDIVIDUAL****Lesson 18. For Sunday, June 13, 1937****Text.**

Gospel Restoration Themes, Lesson 18.

**Objective.**

*Human happiness is the aim of Mormonism. "Men are that they might have joy."*

**Suggested Method Outline.**

The material for this lesson has been selected from a pamphlet written by Dr. John A. Widtsoe entitled "What is Mormonism?" People who have little time ask for a brief answer to the question, "What is Mormonism?" The pamphlet by Dr. Widtsoe was written to meet such a demand. Three divisions of this pamphlet have been selected for inclusion in "Gospel Themes" as Lessons 18, 19, and 20. Today's lesson might be presented as follows:

**I. Happiness.** As the class members answer the question, "What activities bring happiness?" let the teacher list on the blackboard the items suggested. Then making use of the subject matter of the lesson, let each item be evaluated in terms of these criteria: Happiness as the aim of life may be defined as the increasing joy of living that comes from robust health—of body, mind, spirit. Happiness is more than a selfish satisfaction of somewhat unnatural appetites; it requires the intelligent, determined use of the will. Happiness must be continuous, or else it is incomplete—salvation must be a daily affair. Mormonism does not hesitate to deal with the temporal as with the spiritual affairs of life. The happiness of humanity is attained with greater certainty by making every man and woman happy. The philosophy of Mormonism projects an illimitable happy future for every individual.

**II. Happiness and Truth.** Let this part of the lesson be presented by the teacher asking the following questions: Why does man search for truth? Does man get freedom and happiness by opposing the laws of nature or by cooperating with them? Explain. What is the meaning of the Mormon aphorism, "A man cannot be saved in ignorance"? What is the meaning of the Mormon aphorism, "The Glory of God is intelligence"? Explain just how the love of learning may bring happiness. Just what attitude

does the Mormon Church take toward higher education? Explain the meaning of the statement, "All truth is accepted by the Latter-day Saints and incorporated into their system of religion." Explain how the ideal of eternal progression causes members of the Mormon Church to be active in searching for truth no matter where it may be found. Explain the meaning of the statement, "Hoary age cannot convert error into truth; and the truth seeker must forsake all untruth, else his search is in vain."

**Assignment.**

Urge each class member to come prepared to point out just how freedom is obtained in Mormonism.

**Teacher's Closing Minute.**

In closing the class the teacher might say, "May we all discover the art of being happy by living the Gospel of Jesus Christ."

**SELF-GOVERNMENT AND  
SELF-SUPPORT****Lesson 19. For Sunday, June 20, 1937****Text.**

Gospel Restoration Themes, Lesson 19.

**Objective.**

*"The highest freedom is obtained through cooperation—cooperation with the forces of nature and with one's fellows."*

**Suggested Method Outline.**

In these days when we are tempted to depend too much upon others for our support, it should be emphasized that self-support is a fundamental principle of action in the religion of the Latter-day Saint. Every man must try to provide for his own needs—material, mental, and spiritual. For example, he must try to care for his physical needs; he must think for himself; and he must know the truth of the Gospel for himself. Yet above this "self-support" he should find time for brotherly helpfulness. Every man or woman must, therefore, train himself or herself for service in the Church so that the government of the Church may be acceptable to all. This lesson could well be presented at a cottage meeting with a program much as follows:

Song: "Have I Done Any Good in the World Today?"

Prayer:

Talk: "By the use of his free agency man may move upward to freedom or downward to bondage."

Talk: "The democracy of the Priesthood."

Talk: "Mormon industry."

**Talk: "Cooperation."****Discussion.**

As an aid to the discussion the following problems and questions might be submitted: Explain the statement, "The highest freedom is gained by the recognition of law and adaptation to it." Give a concrete example which illustrates the meaning of the democracy of the Priesthood. Explain why food, clothing, and shelter are legitimate concerns of a system intended to bring happiness to humankind. Explain why industry is the foundation principle in bringing about material and spiritual success. Give concrete examples of how the Mormon Church has shown by example that it believes in industry. Describe the advantages of cooperation among industrious persons. Describe the organization known as the United Order. Just what attitude should one take toward the payment of tithing? Explain why tithing is an equitable system.

**Assignment.**

Next Sunday will be a general review. It is hoped that all class members will have read the lessons outlined for the past quarter in order that they may answer questions in an intelligent manner.

**Teacher's Closing Minute.**

As a closing statement the teacher might say, "Cooperation, along with industry, has always been practiced by the Mormon people. Let us remember this fact and adjust our lives to it."

**REVIEW****For Sunday, June 27, 1937**

As members of the Church of Jesus Christ of Latter-day Saints, how can we help to keep Christianity alive in the world?

As the Lord speaks, what is the part we should play?

Religion has been called a way of life; how does a way of life differ from a philosophy of life?

What attitude should a religious person take toward a social security program, any human welfare program, disease, poverty, science, empty religious forms, the brotherhood of man and the Fatherhood of God?

Why do clubs and societies often seem more attractive than churches?

Discuss the statement, "A church acceptable to modern, thinking man, must offer to its members a body of doctrine which squares with all truth."

How may one know the true church?

Just how would you lead a disbeliever to a belief in God?

Outline how man's physical needs are taken care of by the Word of Wisdom and the Church Security Program.

Just how does the church take care of man's intellectual needs?

Just how does the church take care of man's spiritual needs?

What are the characteristics of a complete religion?

Outline briefly the philosophical basis of Mormonism.

**GOSPEL DOCTRINE**

(Continued from page 164)

**Questions.**

Why was it necessary that freedom of religious belief should come (through the Reformation, the Discovery of America, and the Setting up of Democracies) before the gospel could be restored? What connection is there between freedom of thought and expression and religion? That religious liberty was not fully achieved in the nineteenth century is evident from the persecution suffered by the Latter-day Saints in various countries, including the United States.

The following lesson is suggested for the women who usually attend the Gospel Doc-

trine Department (Lesson for April 25). If the lesson is not needed for review or to catch up, it is suggested that the subject, "Women of the Bible," be taken.

Assign beforehand to members of the class (1) the Story of Deborah, chapters 4 and 5 of Judges; (2) the Story of Ruth, and (3) the Story of Esther, in the Old Testament.

In the reading of these narratives the pupils should be asked to look (1) for the characteristics of the women as revealed in what they did; (2) the particular work which they performed; (3) their contribution to the life of their people; and (4) how the chief traits of these women may be developed in women of today.

# GOSPEL MESSAGES

## COURSE C—THE PROBLEMS OF LATTER-DAY SAINT YOUTH

For Priests and Young Men and Women of 17 and 18 Years of Age

General Board Committee: Adam S. Bennion, Chairman; John T. Wahlquist, Vice-Chairman;  
Lynn S. Richards, Earl J. Glade

### MY PHYSICAL SAFETY\*

#### Lesson 17. For Sunday, June 6, 1937

##### Problem.

What is my responsibility for the safety of others?

\*An examination of the papers over the last week-end should prepare both teacher and students to treat this as a religious topic. Inasmuch as Memorial Day initiates the summer slaughter, it is believed that the lesson is psychologically placed.

##### Text.

Lesson Quarterly, Lesson 17.

##### References.

Write your state automobile association for literature. Collect materials from the local Chamber of Commerce, the service stations, and the tourist bureaus. Visit the public library for aid.

##### Objective.

To lead youth to assume some responsibility for the safety of themselves and of others.

##### Methodology.

Most of the material in the Lesson Quarterly should be read aloud as the basis for a socialized discussion. In addition, special reports should be made on topics marked with the double asterisks. (\*\*).

1. Why do we have such high traffic fatalities in America?
- \*2. What are some sensible traffic rules (see text)?
3. What should be done with the reckless driver?
- \*4. What are some sensible vacation safety-tips?
- \*5. Who is legally entitled to drive a car in your state or country?
- \*6. What are the requirements for a driver's license in your state or country?
- \*7. What accidents are not accidental? (See enrichment materials below).
8. Is the preservation of human life a religious duty?
9. To what extent are automobile accidents due to alcohol? (The facts and figures for alcohol as a cause of accidents are often deliberately suppressed.)

##### Enrichment Materials.

###### 1. Accidents That Are Not Accidental.

"An injury due to a recognized and preventable cause is surely not 'accidental.'"

"Yet a large proportion of what we call 'accidents' are in this class."

"They are demonstrably due to indifference, or carelessness, or fatigue, or overconfidence, or day-dreaming."

"It is worth while, the recent convention of the National Safety Council of Chicago decided, to hunt the 'accident germ' that makes these people hurt themselves. The most dangerous machine in the world, experts assert, is the human machine. It is no more difficult to discover the weak points and probable breakdowns of this machine than to do the same thing for a locomotive or a type of automobile."

"Calculation of the chance distribution of accidents to automobile drivers, made by the National Safety Council, show that people with four accidents were about fourteen times as numerous as they should have been on pure chance, while people with seven accidents each actually were 9,000 times commoner than the laws of chance would require."

"These and scores of other instances leave no doubt that there are loose among the American public individuals who are real dangers to themselves and everybody. They are carriers of the 'accident germ.' It is necessary to find these people, and either cure them or keep them away from automobiles or other machinery."

"That most of them can be cured is another conclusion of the experts. A minority may remain incurable; those, for example, whose eyes or ears are seriously defective or whose mental or muscular reactions are slow or irregular."

"One of the bad habits, chiefly responsible for the 'accident disease' is indifference to danger and to the requirements of the job. These two causes account for more than a quarter of all accidents."

"The second cause of accident proneness is overconfidence."

\* \* \*

"Another mental condition which everybody recognizes as likely to cause factory accidents is worry."

"Still more important, however, seems to

be day-dreaming. A considerable number of accidents are due to unaccountable failures of people to attend to their jobs.

\* \* \*

"Finally, one recognized cause of accidents is the individual's inability to conform to a fixed rhythm. A good dancer or a good musician, it is said, seldom is a person who is prone to accidents.

"Most modern machinery has a certain necessary rhythm to which the man or woman who controls it must conform. The rich man driving his own automobile must conform just as much to the fixed rhythms of his machine as the worker in a factory.

"There are a considerable number of people who never learn to do such things properly. These not only should keep away from automobiles, but should avoid as far as possible all kinds of dangerous machinery. Sooner or later they and the machines will disagree, and one or both of the contestants will be hurt."

("Accidents That Are Not Accidental," Science and Invention, February 27, 1932.)

## YOUR AMUSEMENTS

### Lesson 18. For Sunday, June 13, 1937

#### Problem.

What Forms of Amusement Should I Select?

#### Text.

Lesson Quarterly, Lesson No. 18.

#### References.\*

\*Consult your local libraries for books on this topic. It is unlikely that other books we might name would be in many libraries.

Joseph F. Smith, *Gospel Doctrine*, Chapter XVIII; Widtsoe, *Discourses of Brigham Young*, pages 122-126; Forman, *Our Movie Made Children*.

#### Objective.

To assist youth in selecting wholesome forms of recreation.

#### Methodology.

A socialized recitation is preferred. The following questions are suggestive:

\*1. What is "the advanced position of the Saints" with reference to recreation? (Review Lesson No. 8.)

\*2. Why are some commercialized amusements so questionable? What happens when you commercialize anything?

\*3. What is there objectionable about passive amusements?

\*4. Why are commercialized amusements oftentimes pitched on a low plane?

\*5. Compare the thrills in passive amusements and active sports.

\*6. What forms of so-called amusements "re-create"?

\*7. What forms of so-called amusement actually tire?

\*8. How can we improve the movies?

\*9. How can we improve the radio programs?

\*10. How can we improve the book market (i. e. the quality of books)?

11. What is wrong with "card-playing"?

\*\*12. What forms of amusement should we indulge this summer?

#### Note.

What progress have you made on the project suggested in Lesson No. 8? If you failed to start then, select some form of amusement to sponsor in the community. (See Lesson No. 8.)

#### Enrichment Material.

"Our Movie Made Children."

A ten minute book report would prove interesting. Akin and Bagshaw, Inc., 1425 Williams St., Denver, Colorado, publish a 10c summary, Miller, "Movies and the Children."

## YOUR CITIZENSHIP

### Lesson 19. For Sunday, June 20, 1937

#### Problem.

How Can I Improve My Citizenship?

#### Note.

This lesson is prepared for the citizens of the United States. It should be omitted in other countries, or adapted to their form of government.

#### Text.

Lesson Quarterly, Lesson 19.

#### References.

Declaration of Independence.

Constitution of the United States.

Biographies of Jefferson, Franklin, Washington, the Adamses, Jackson, Lincoln, etc.

Joseph F. Smith, *Gospel Doctrine*, Chapter XXIII.

Widtsoe, *Discourses of Brigham Young*, Chapter XXXI.

#### Objective.

To lead youth to realize the blessings, duties, and responsibilities of citizenship.

#### Methodology.

A "socialized recitation" is probably best. However, you may have a public official or attorney in your ward, who can give an excellent discussion on this topic. The special reports should not be neglected. These questions are pivotal:

\*1. When do you become a citizen of the

\*Advanced assignment. Will make excellent short reports.

\*\*See also the Personal Problems but do not violate the sacred rights of your pupils.

United States? Of any other country in which you live?

\*2. What are some of the advantages of citizenship in your country?

\*3. To whom are we obligated for our citizenship?

\*4. Who is the ideal American (see the quotation)?

\*5. Special reports on Jefferson, Washington, Franklin, the Adamases, Jackson, Lincoln, etc. (Select the one for which you have an interesting book available to give to the student. Center the ten or fifteen-minute report in the figure as the exemplification of citizenship. (See our treatment of Anthony W. Ivens.)

\*6. What is the Latter-day Saint attitude toward governments?

\*7. Are there any dangerous trends in American government from the viewpoint of a Latter-day Saint?

\*8. Should Mormons aspire to public office?

\*Advanced assignments—for special report.

Note: Call attention to Unit III which deals with Social Problems from the Mormon Viewpoint. On July 4th the topic is "Your Country," on July 11, "Your Country's Constitution," and on July 18 "Your State," preparatory to Pioneer Day which is celebrated wherever there are Mormons.

See the Personal Problems in the Quarterly; but do not press them—let them "sink in."

## REVIEW OF UNIT II

For Sunday, June 27, 1937

This review may take several forms:

First, an interesting session might be devoted to original "floor talks." The following topics are suggestive:

My Attitude Toward Marriage.

My Ideal Mate.

My Attitude Toward Courtship.

An Ideal Home.

Why Have Children?

Friendship.

Safety—A 20th Century Demand!

Wholesome Amusements.

Our National Heritage.

Second, a clinic on personal problems viewed from a Latter-day Saint viewpoint. Students present hypothetical problems (which may also be their own personal problems) for class discussion. Obviously, this should not be attempted unless the students show considerable interest and pledge themselves to bring problems. Even so, the teacher should have enough problems in mind to occupy the time.

## JULE TOBIN HAD HIS EYES OPENED

The Tobins that summer were living in one of the beautiful canyons opening upon the Salt Lake valley. They owned a cabin there. About a mile farther up this same canyon lived the Thompsons. The Tobins and the Thompsons counted themselves neighbors, in spite of the distance between them.

Jule Tobin, of an evening, often sauntered up to the Thompsons. Jule was seventeen and possessed of a wandering disposition. That is what his mother often told him, at any rate. He liked to visit the Thompsons, partly because he was fond of Harriet Thompson, although Harriet did not seem to be aware of the fact.

On a particular occasion he went on such a visit up the canyon, and stayed there longer than usual. The young folk became so absorbed in games that they did not notice how the time was flying. The truth is that it was nearly one o'clock in the morning when Jule started homeward.

He had gone about half way to his home when he saw a light not far ahead of him. For some time he could not make out what it was. Evidently it was a lantern, carried

by some one on the road. But who was that some one? On approaching the figure more closely, he could faintly distinguish the form. It was a woman. There was nothing, therefore, to be afraid of. She was coming toward him. Presently he recognized her as his mother.

"I thought maybe something had happened to you, Jule," she explained. And he saw that she was greatly relieved.

As the two went down the canyon arm-in-arm, Jule had time to do some thinking. He had got a peep into his mother's state of mind. She was distressed—so much so that she was willing to go up the canyon for half a mile, and would have gone the whole distance, after midnight all alone, just to make sure that he was safe. How careless it had been of him not to tell her where he was going and when he would return! He would never do that again.

And he never did. Always, when he left home after that, he told her where he was going and about when he would come home. Never again did his mother have any occasion to worry about him when he was away.



# OLD TESTAMENT



## COURSE B—SECOND QUARTER—LEADERSHIP IN ANCIENT ISRAEL

For Ordained Teachers and Other Boys and Girls 15 and 16 Years of Age  
General Board Committee: David A. Smith, Chairman; M. Lynn Bennion, Vice-Chairman

### LEADERSHIP IN ANCIENT ISRAEL

#### DAVID: IN RIGHT IS MIGHT

##### Lesson 18. For Sunday, June 6, 1937

###### Text.

The Quarterly.

###### Objective.

To illustrate from the life of David a quality of leadership; courage to fight for an ideal.

###### Additional References.

The Bible: I Samuel 16 and 17; Dalby, E. C., *Land and Leaders of Israel*, Lesson 43, pp. 221-225.

###### Suggestions for Teaching.

1. Discuss courage as a quality of leadership, from the following phases: Read introductory statements from leaflet.

- How does courage lighten a task?
- What is courage?
- What is the difference between "courage" and "fool-hardiness"?
- In what things do we need courage today?
- What determines the courage a person may possess?
- How is courage related to ideals?
- From the lives of the following, give examples of courage: Jesus, Joseph Smith, George Washington, Abraham Lincoln, President Roosevelt, Cromwell, Gladstone, and others you know of.

2. Pass leaflets and pencils to the pupils. Ask them to read through the lesson before they fill any of the blanks in the "completion" exercise. Try to make the exercise a challenge to their ability to read well and remember what they have read. It is not necessary that every pupil finish the exercise before beginning the discussion and correction of it. If the blanks are not filled exactly as here given do not make an issue of it, providing they may fit into the story and do not make it incorrect. Give due praise to the persons who were able to fill most of the blanks correctly. 1. Conquers; 2. strength; 3. body; 4. ideal; 5. Goliath; 6. Old Testament; 7. youngest; 8. eight; 9. Jesse; 10. Bethlehem; 11. shepherd; 12. through; 13. army; 14. Israel; 15. Saul; 16. supplies; 17.

Jesse; 18. Israel; 19. Philistia; 20. valley; 21. giant; 22. nine; 23. six; 24. enemy; 25. Israel; 26. oldest; 27. Eliab; 28. sling; 29. stones; 30. Goliath; 31. Philistine; 32. spear; 33. sword; 34. shield; 35. Lord; 36. ideal.

3. Discuss any problems which have arisen out of the reading and reviewing of the lesson. Point out that the stories of the lesson illustrate the questions and problems already discussed.

4. Gather leaflets and pencils.

5. If there is still time before the class period closes, the following exercise will prove interesting and very instructive:

True statements are formulated about the material of the lesson. Half of each statement, only, is placed on a slip of paper; the other half of the statement is placed on another slip. (The use of a typewriter and carbon paper is desirable because several complete sets of the broken statements are most effective.)

Each set of slips is placed in a box and the slips well mixed up. The class is divided into several groups and each group is given a set of the broken statements. The group who can first match all the statements is declared the winner.

###### Suggestive List of Statements.

(Break as shown by the double line.)

- The story of David and Goliath // is a fine illustration of courage.
- David was one // of at least eight brothers.
- The Prophet Samuel // anointed David to become a future king of Israel.
- David belonged to Israel, and Goliath // was of the Philistine nation.
- Great men have the courage // to fight for worthy ideals.
- David armed with a sling and stones // met and conquered the Philistine giant.
- David had faith // that the Lord would help him defeat the giant.
- David possessed great physical strength; he // had slain a lion and a bear. More statements may be formulated if desired.

###### Supplementary Material.

A valliant man

Ought not to undergo, or tempt a danger,  
But worthily, and by selected ways.  
He undertakes with reason, not by chance.

His valor is the salt t' his other virtues,  
They're all unseasoned without it.

—Ben Johnson.

And they that dare to dream of, dare to do.  
—Lowell, *Commemoration Ode, Canto III.*

## DAVID: SOURCES OF LEADERSHIP

Lesson 19. For Sunday, June 13, 1937

### Text.

Quarterly, Lesson 9.

### Objective.

*Leadership is a result of the union of opportunity and the preparedness to meet it. Life today offers rich opportunities for leadership.*

### Additional References.

1 Samuel 16:1-13, Chapters 17, 18, 19 and 20.

### Approach.

The story of David's experiences as related in the references above are thrilling. Make a list of the most stimulating ones and assign to students to prepare and give before the class. Urge these students to try to find a picture which illustrates the incident they relate about David.

### Suggested Lesson Outline.

- I. The boyhood training of David bore fruit in the service he rendered to Israel. Perhaps the shepherd boy as he practiced with his sling, little thought that the skill which he was acquiring would be the defense of his people. Those who develop a skill are quite sure to have an opportunity to use it, but opportunities are of no value to those who either do not see them, or seeing them, are not prepared to take advantage of them.
- II. The writer heard a famed economist speak at one of our great universities. He startled his audience by declaring that there was a shortage of men in a number of industries. Employers, he said, are in need of and are looking for skilled men who are industrious and can give expert service.
- III. Heber G. Wells was denied the advantages of formal education. He declares that he received the preparation for his literary career in the free public library.
- IV. David's musical attainments were also acquired while a shepherd boy on the hill sides. These attainments were

largely responsible for bringing him into intimate association with King Saul. The King was apparently a high-strung individual who, on account of his failure to unite Israel and defeat her enemies, became at times deeply despondent. It may have been attacks of epilepsy or acute melancholia. David's beautiful melodies on the harp had the power to soothe the troubled king.

- V. Music helps young people win recognition today. The missionary who can sing or play an instrument will have many doors of opportunity opened for him to enter and teach the gospel. Those who have not the talents to produce beautiful music may train themselves to appreciate and love it. If one of the students plays a harp or other string instrument, have them play in class a soft, soothing bit of music. Let students try to analyze their feelings.
- VI. David's skill in battle and his personal attractiveness doubtless did much to win the king's affection. Saul's delight in him is revealed by the fact that he made him his armor bearer. David had a wonderful opportunity to see at first hand how the affairs of state were managed. He acquired the kind of training that was to prove of great importance in the future. He not only studied the art of warfare, but he was a constant participant in the fray. We deplore war as a curse upon people through all the ages of history. It is a valuable lesson, however, to learn how David became a great warrior. It was through actual experience under the direction of able teachers. It is true that we learn best by *doing*.

The future works out great men's destinies;  
The present is enough for common souls,  
Who, never looking forward, are indeed  
Mere clay wherein the footprints of their age  
Are petrified forever.

—Lowell.

## JEPHTHAH: LEADERSHIP AND CONVICTION

Lesson 20. For Sunday, June 20, 1937

### Text.

The Quarterly, Lesson 9.

### Objective.

*To heighten our appreciation of leaders who have the courage to live and act in accordance with great ideals.*

**Additional References.**

*The Bible:* Judges 11; Dalby, E. C., *Land and Leaders in Israel*, Lesson 34, pp. 171-175.

**Lesson Approach.**

It is very important to point out in this lesson that sincere people sometimes make sad mistakes through ignorance. Life must be guided by knowledge and "no man can be saved in ignorance." Our religion teaches us to diligently seek for truth in order that we may conform our life to it. Point out how differently Jephthah's life might have been if he had been guided aright.

**Suggestions for Teaching.**

1. Place the following questions on the black-board and instruct the pupils to look for answers to them as they read the leaflet:

- a. Who was Frances E. Willard?
- b. What were some of her outstanding characteristics?
- c. Who was Jephthah?
- d. How was Jephthah handicapped in life?
- e. What opportunities did Jephthah have to train for leadership?
- f. What ancient customs are revealed in the story of Jephthah?
- g. What do you think of human sacrifice?
- h. How did Jephthah come to be one of Israel's leaders?
- i. What characteristics of Jephthah are to be admired?
- j. Why should Jephthah's daughter be listed as one of the brave women of history?

2. Pass out the leaflets. During the period of study go among the pupils and encourage them when you can.

3. When most of the pupils have finished the textual material, have a thorough discussion of the questions on the blackboard. Also discuss any questions which pupils might raise.

4. When the questions and materials of the lesson have been sufficiently discussed so that every pupil is familiar with them, try the following method of further reviewing the lesson:

Pass to each pupil a small slip of paper (about 4 x 4 inches) and a pencil where needed. Instruct each pupil to write a question about the lesson on the paper. Place the questions in a box and mix up well. In another box or hat have small slips with numbers on them. Number the class members. Number 1 then draws a number from the box; for example he may draw No. 10. No. 10 then draws a question from the question-box, reads it to the class and answers it. No. 2 draws a number next, and the corresponding pupil discusses the question

drawn from the box. Thus the review continues.

Teachers will find that pupils enjoy doing things differently from the old traditional ways.

5. Gather the leaflets and pencils.

Teachers: Make it a practice to compliment or congratulate each one of your pupils at least once every three months. Maybe it should be for a 2½ minute talk, a special contribution, a good suggestion, a well answered question, an accomplishment outside of Sunday School, bringing in a new class member, etc., etc. Pupils enjoy working and participating if they feel they are getting attention and what they do is appreciated by some one.

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**REVIEW****Lesson 21. For Sunday, June 30, 1937****Text.**

The Quarterly, Lesson 11.

**Objective.**

*To review the lessons we have covered to date, so that the facts, stories and life lessons might become still better known to us and thus be remembered for a longer time.*

**Procedure.**

1. Pass out the leaflets and pencils. Make application of and discuss the statement by Alice Merrill Horne, after it has been read together as a class.

Read together (The teacher, or a pupil who can do it well, may read aloud while the others follow) the paragraphs which challenge the youth of the Church to become leaders as our pioneer forefathers have been.

2. Sing the Song "Shall the Youth of Zion Falter?"

3. Before the pupils begin on the actual review exercises ask them to really do their best and to make these reviews a helpful learning experience. These are not to be confused with examinations; they are exercises to re-learn and review what has been covered and to help evaluate ourselves in regard to what we have learned and failed to learn from the past lessons.

As teachers make sure you are thoroughly familiar with all the names and materials of the lessons covered by this review.

4. It is not necessary that every pupil finish the exercises before beginning the discussion and correction of the exercises. Be sure to discuss each problem and statement. To merely read the correct answers fails to become an experience where something is learned.

**Something About Each of the 22.**

Most pupils will have something different from the other pupils. Get enough of the different reactions to make it a rather comprehensive review of what we know of these 22 characters.

**Contribution on How to be Leaders.**

Here again pupils may have different answers and still be correct. The following is suggestive:

Daniel—Diet is important in leadership training.

Moses—A variety of experiences is helpful.

Samuel—Consecration to a cause or ideal is important.

Aaron—Learning to think for one's self is essential.

Gehazi—Greed and selfishness ruin leadership possibilities.

David—Courage to fight for an ideal is important.

Jephthah—Degrees of training may differ but it is admirable to live according to the highest light one may possess.

**True-false exercise:**

- |           |           |
|-----------|-----------|
| 1. false  | 11. true  |
| 2. true   | 12. true  |
| 3. false  | 13. false |
| 4. true   | 14. false |
| 5. true   | 15. false |
| 6. false  | 16. true  |
| 7. true   | 17. true  |
| 8. false  | 18. false |
| 9. false  | 19. false |
| 10. false | 20. false |

It is important that pupils when giving answers to "true-false" statements be able to give the reasons and explanations of why the statement was marked as it was.

**Matching Exercise.**

- |      |       |       |
|------|-------|-------|
| 1=4  | 11=1  | 21=6  |
| 2=14 | 12=14 | 22=10 |
| 3=12 | 13=4  | 23=5  |
| 4=13 | 14=11 | 24=5  |
| 5=8  | 15=1  | 25=15 |
| 6=6  | 16=7  | 26=4  |
| 7=3  | 17=12 | 27=2  |
| 8=4  | 18=2  | 28=7  |
| 9=13 | 19=13 | 29=3  |
| 10=7 | 20=9  | 30=2  |

5. The following relay is fun and at the same time is beneficial in helping pupils think and review subject matter:

Divide class into two teams. Players number 1 of each team are given a piece of chalk and at a given signal proceed to the blackboard and write the beginning word of a sentence about one of the characters which has been studied. (The teacher may announce who the character is to be as the starting signal for the game to begin). Number ones return the chalk and give it to the number twos who go to the board and add another word to the sentence begun. Number threes do likewise; and so on. If a sentence is completed, the next player begins another one.

The relay game can be modified in dozens of different ways and is very useful in reviews.

**Note.**

There was a day in teaching when the best class was the one that could sit through the hour with the least disturbance, regardless of what motive prompted the quietness. Sunday School classes should be quiet but they should also be active classes; that is to say, to merely sit is not an indication of learning. The active class is the class most willing to respond to the suggestion that they be a little quieter. Remember that "discipline is not to be determined by the amount of the noise being made but by how the noise is made."

## My Neighbor....

I give no thought of my neighbor's creed  
Or the way he makes his prayer.  
I grant him a white man's place on earth  
If his game is on the square.

If he plays straight, I'll call his mate,  
If he cheats, I'll drop him flat.  
All rank but this is a wornout lie,  
For each clean man is as good as I—  
And a king is no more than that.

—Selected.

# BOOK OF MORMON

COURSE A—For Deacons and Other Boys and Girls 12, 13 and 14 Years of Age  
General Board Committee: T. Albert Hooper, Chairman, and Junius R. Tribe

## LESSONS FOR JUNE, 1937

### CONCERT RECITATION

Alma 1:27-29

"And when the priests left their labor to impart the word of God, the people also left their labors to hear. . . . And they did impart of their substance, every man according to that which he had, to the poor, and the needy, and the sick, and the afflicted; and they did not wear costly apparel, yet they were neat and comely. And thus, in their prosperous circumstances, they did not send away any who were naked, or hungry, or sick; they were liberal to all, whether out of the church or in the church."

### THE FORTUNES OF ALMA AND HIS PEOPLE

Lesson 19. For Sunday, June 6, 1937

#### Text.

Mosiah, Chapters 23-25, "A" Department, Sunday School Quarterly.

#### Specific Objective.

*Following the ways of the Lord leads to peace and wellbeing in a community.*

#### Setting.

The girls, having a longer lesson period than the boys, will have time to develop some of the interesting settings of the lessons. Read the verses in Chapter 18, and the verse in Chapter 23 which give descriptions of the beauties of the Waters of Mormon and the land of Helam, where the peaceful followers of Alma found refuge. In the midst of the constantly renewed warfare between the Lamanites and the people of King Noah and then of Limhi, the God-fearing people of Alma prosper in peace. When at length they are hemmed in by circumstances, the Lord delivers them, first from an army and then from bondage. In both cases the deliverance is without bloodshed, though the enemies whom Alma's people face are inflamed with hatred and frustration.

#### Discussion.

After a short review tracing the people of Alma from their beginnings down to

their settlement in the land of Helam, read Alma's reply to the proposal to make him king. Alma's words, "And trust no one to be your teacher or your minister, except he be a man of God, walking in His ways and keeping His commandments," is an epitome of the wisdom he has learned not only from the hard experiences through which the Nephite peoples have gone but from the fine examples of their great leaders.

#### Activities.

Instances of leaders who thought about the welfare of their people. (Have class members report, if they have found passages themselves.) The following may be read aloud by different class members:

#### Mormon.

(Referring to his son, Moroni.) "God grant that he may survive my people, that he may write somewhat concerning them and concerning Christ, that perhaps some day it may profit [the Lamanites]."

#### Benjamin.

"I have been suffered to spend my days in your service, and have not sought riches of you but have labored with my own hands that ye should not be laden with taxes. . . . Yet I have not done these things that I might boast, for I have only been in the service of God. When ye are in the service of your fellow beings ye are only in the service of your God."

#### Limhi.

"My people shall rejoice. For now our brethren will deliver us. O ye, my people lift up your heads and be comforted. The time is at hand when we shall no longer be in subjection to our enemies."

#### Zeniff.

"Having been sent as a spy among the Lamanites, that our army might come upon them and destroy them—when I saw good among them I was desirous that they should not be destroyed."

#### Abinadi.

The fact that the prophet Abinadi returned to warn the people after his life had been threatened shows the prophet's thoughtfulness of his people. He even said, "I will

not recall the words which I have spoken, for they are true. That ye may know of their surety I have suffered that I have fallen into your hands. Yea, and I will suffer even until death."

#### Alma.

"Alma repented of his sins, and went about privately among the people, to teach the words of Abinadi," and thus rescue a part of the people from the fate predicted for them in their wickedness.

#### Limhi.

Instead of slaying the king of the Lamanites, who falls into his power, Limhi addresses him, "What cause have ye to come up to war? My people have not broken the oath that I made to you. Why should ye break the oath ye made unto my people?"

### THE CONVERSION OF ALMA THE YOUNGER AND THE SONS OF MOSIAH

#### Lesson 20. For Sunday, June 13, 1937

#### Text.

Mosiah, Chapters 26-29, "A" Department Sunday School Quarterly.

#### Specific Objective.

*To cultivate appreciation of good leaders and righteous public servants.*

#### Setting.

Alma's difficulties when he became head of the church were manifold. It was 30 years or more since the people had taken upon them the name of Christ, through the preaching of King Benjamin. New generations had arrived at youth and maturity. The effect which the return of the repentant descendants of the colonists from the land of Nephi-Lehi had exerted upon the faithful was lost upon many. The thankless task of admonishing the heedless was aggravated by the activities of the apostates. When Mosiah placed upon him the whole burden of deciding upon the attitude which the church should adopt, Alma could do nothing but refer the question to the Lord. The Lord's willingness to forgive after many trespasses was Alma's comfort when both his own son and the sons of Mosiah sided against him. Read Mosiah 26, verses 30-35. The word of the Lord is sharp against those who do not repent, but gentle and long-suffering with those who try.

#### Activities.

(1) The report on King Benjamin's preaching may take the form of a newspaper

feature entitled "Thirty Years Ago." (2) One of the activities implied in every lesson is the reading of the text beforehand at home, with one reading an oral reading. Doubtless many details of the lesson story will be missed by those who neglect this reading. To give the utmost encouragement to the reading program, the teacher should call every Sunday for a report of those who have filled their reading squares. The teacher may also learn the functional value of the *Book of Mormon* text in the weekly life of the family if he inquires for the circumstances under which the oral reading is done. Fundamentally, oral reading to oneself will give exercise to a feeling tone that makes a text more thoroughly one's own, but if the family of the pupil also shares and becomes interested in this weekly reading, a still greater value is received from it. A student may learn to select only the most interesting chapters and verses for reading aloud if circumstances are slightly unfavorable. But the cultivation of an ability to do the reading well will usually make circumstances favorable. Indeed, the child who can read and tell the interesting parts of the *Book of Mormon* will some day have an opportunity in the mission field of entrancing audiences eager to hear what is in the "Mormon Bible."

(3) The scene of the conversion of the four princes and the son of the chief priest could be dramatized. These young men, blessed with an energy and courage that is remarkable are to become the heroes of missionary adventures so dramatic and interesting that it should be possible to keep every class member interested in the Sunday School lessons even when he is away from Sunday School.

(4) The impersonation of a Nephite family discussing the inauguration of the republic invites the ingenuity of both teacher and pupils. Suggestions are that the family may be of good size, with several grandparents, who can give reminiscences about the character of the kings and even tell about incidents they heard in childhood of the pioneer journey to the land of Zarahemla, in the time of King Mosiah's grandfather, Mosiah I. The wife may be a descendant of the people of Zarahemla, and the father may have been with Alma at the waters of Mormon, while an aunt could have been with the people of King Limhi. The mother may tell of having seen King Mosiah working in the field at harvest time when she was a little girl. Several of the young folks may tell of parties at which the princes have appeared, and the outcome of their missionary journey now may be speculated

upon. The father may read parts of Mosiah's proclamation and mention how odd the suggestion would seem to be, that Mosiah's eldest son could become dissatisfied after laying aside the opportunity to become king, and that the danger that he might cause a division of the people (Chapter 29, verse 7) would never have been thought of, if it had not been that Mosiah translated the Jaredite records, and that such stories were common in Jaredite history. The Jaredite record had been read to the Nephites after Mosiah translated the 24 golden plates. One of the daughters of the family may mention King Mosiah's trust in young Alma, at bestowing upon him the brass plates brought from Jerusalem, and all the other records. (The daughter may be in love with Alma.) A son may bring word of the nomination of Alma to be chief judge. Such an informal dramatization could bring in almost every detail of the lesson. Names may be chosen for the characters, who may converse informally, as if sitting around the family table.

### THE BOOK OF ALMA, THE SON OF ALMA

Lesson 21. For Sunday, June 20, 1937

#### Text:

Alma, Chapters 1-3, "A" Department Sunday School Quarterly.

#### Specific Objective:

*To show the final establishment among the Nephites of an ideal of community responsibility.*

#### Setting.

Now begins the most eventful period in Nephite history. More pages (128) of the *Book of Mormon* are devoted to the period of the life of Alma and the history of the infant republic than have been given to the period of the first Nephi (107 pages). These stirring times begin in the year 91 B. C. Alma was both chief judge and head of the church. The system of government was possibly derived from that of ancient Israel, when the judges ruled before the days of King Saul, but the underlying ideas for it had been formulated by King Mosiah (Mosiah 29:26-34). It was the flowering of the feeling of civic responsibility which we have traced in the preceding lessons. Nephi himself had expressed it, and had been the first exemplar.

Contrast this setting with the state of the Roman world. The Roman republic, failing because of corruption and selfishness, (con-

sult *Man's Great Adventure*), was soon to fall into the hands of Julius Caesar, and became an empire. Caesar was a boy of nine years when Alma assumed the reins of government. The example of this just man, Alma, made for a stable government, even in the midst of great dangers.

#### Activities.

The spread of a feeling of equality, and the removal of the pressure of "the dread and fear of kings," left some men like Nehor to develop a wrong attitude. Just as many had arisen in Rome to take advantage of the failing republic, here men arose to upset the peace of the young republic. Just what attitude would Alma assume? The 2½ minute talk on Gideon we may imagine to have been delivered by Alma.

#### Researches.

The passages indicated may have been referred to several times already, but it should be the ambition of the pupil to be able to find such gems again himself for use on his own initiative.

### THE SUCCESSOR OF KINGS RELINQUISHES HIS CHIEF-JUDGESHIP TO DEVOTE HIMSELF ENTIRELY TO THE CHURCH—And Review

Lesson 22. For Sunday, June 27, 1937

#### Text:

Alma, Chapters 4-6, "A" Department Sunday School Quarterly.

#### Specific Objective.

*An ideal of spiritual as well as temporal community responsibility grows upon Alma until he decides to devote his life to it.*

#### Activities.

(1) The "radio news flash" on Alma's resignation should be a spirited account in the language of today, telling briefly of Alma's decision, how long he has been chief judge, the present occupation of his former associates, the sons of King Mosiah, the responsibility that he still retains as custodian of the historic plates of sacred literature and history, his determination to spend the remainder of his life in spiritual service.

#### Review.

A review is most interesting when it takes on the form of a program. A great celebration in honor of Alma is to be enacted in character. Art work prepared in advance will add greatly to the enjoyment of the

occasion. The invitation may be written on a scroll. Egyptian papyruses were made in this form, and Nephi said, "I make a record in the language of my father, which consists of the learning of the Jews and the language of the Egyptians." Something of the appearance of the Nephite characters may be worked into the invitation. For the silhouette pictures (possibly suggestive of Egyptian) a sharp shadow of almost the entire figure of a fellow pupil may be

thrown upon a long sheet of wrapping paper hung on the wall with a thumb tack, if a light globe on a long cord is held about even with the model's face. The shadow may be traced quickly with heavy black crayon or china marker, and brilliant colors may be applied with poster paints (which may sometimes be obtained in assorted colors as cheaply as 25c a set), or with cold water calamine colors. The program for a rather extensive review is given in the lesson.



THE WAY OF RELIGIOUS DEMOCRACY.

# CHURCH HISTORY



For Boys and Girls, Ages 10 and 11

General Board Committee: Charles J. Ross, Chairman; DeLore Nichols, and Ruth Wheelon

## LESSONS FOR JUNE, 1937

### Project for June.

From the context of the lesson material for this month it would appear that any project work done should be along the line of map making or blackboard work. As an alternative, a sand table could be worked out showing the general relief map of the Salt Lake Valley and adjoining settlements, Parowan, Provo, etc., on the south, some of the northern settlements, and also San Bernardino, part of California, if possible. This will give your pupils a better idea of the distance involved in settling these areas. Comparative maps will be essential in presenting the lesson on *The Western Palestine*, wherein the journey of the Pioneers is compared with the journey of the ancient Israelites to the Promised Land.

## EARLY LIFE IN THE NEW HOME

### Lesson 20. For Sunday, June 6, 1937

#### Objective.

*The Bee Hive is the symbol of industry. That is why it was selected as the emblem of our state. We are known as an industrious people.*

A good point of contact is to be found in the contrast between life today and that of the time we are studying. See how many different points the class can mention.

#### Class Activity.

If you began with the point of contact which is suggested here, your class will be active. What you will need now is to continue that activity.

First: Have your general and special assignments given now. The short two-and-a-half-minute talks may be:

1. Differences between our time and that of our great-grandparents.
2. Houses and homes in the time of our great-grandparents, as contrasted with ours.
3. How people used their leisure time in those days as contrasted with ours.
4. What it was that made them happy in those times; what it is that makes us happy today.

Select the best two of these for presen-

tation in the general assembly when your turn comes to do so.

Second: These topics, which are the substance of the Quarterly, having been given, question the entire class on the lesson. It should be your aim to see to it that every member of your class responds in some way.

Can you get any pictures to show the class? These may be of the early vehicles, machinery, houses, clocks, etc. There should be plenty of these in every town in the United States and Canada. Ask your pupils to get the pictures, if possible. Perhaps they can interview some of the old pioneers in their community.

In the absence of pictures, have the articles or houses drawn on the blackboard in your class room. Any history of Utah will help you here.

Look about you, too, for some of the songs that were sung in the time of which we are speaking. These may either be sung by the class or some one in the class or be read by one of them.

What are you doing so far as corresponding with other classes is concerned? What success have you met with in the project? It is not too late to start the project even now. Get in touch with the *Instructor* office, with a view to contacting a class somewhere.

#### Application.

During the coming week I will be as helpful as I can in the home, so as to be happier myself and make others happy.

Help your class, before the close of it, to isolate things they might do for mother or father.

#### Lesson Enrichment.

In presenting this lesson, try to develop the central thought that these people were so interested in building up a new community, that they worked with an unselfish interest to a certain extent, working always for the good of the whole group. In this way they did not work for their own interests alone, and therefore were unselfish. There are numerous poems and talks of prose about "Work," and how blessed people are who have work to do, etc., and that only the people who work unselfishly are the truly happy people. Also help your pu-

pils to gain an appreciative attitude toward their grandparents who laid the foundations for the security, happiness and opportunities that are ours today.

## A PALESTINE IN WESTERN AMERICA

### Lesson 21. For Sunday, June 13, 1937

#### Objective.

To show that the Latter-day Saints, like the people of Israel, made a journey to their promised land.

The first thing you ought to do in the presentation of this lesson is to familiarize yourself with ancient Palestine. Draw a map of that country and another of the Utah Valley, so as to see the resemblances. Then ask one of your pupils to draw the maps on the board, or on some paper hung in the class room. The two maps ought to be where the class can see them easily from where they sit.

Next call on the pupils who have been given special assignments. These may be the short talks:

1. A talk about maps.
2. Comparison between the two lands.
3. A comparison between the two peoples.
4. Significance of these facts.

These talks having been given, question the class to see that they understand the points made. This will keep them busy for some time.

You may obtain a map of Palestine in any geography or atlas of the world. If you have access to Smith's *Historical Geography of Palestine*, you will find there an excellent map of that ancient country.

#### Pupil Activity.

If you have carried out the suggestions already made, your pupils will have been active in the right direction. Keep them so.

Find out, if you can, what they did about the application of the thought in the last lesson. What did they actually do to help their parents or others in the home, the school, or the town? Encourage them to continue this helpful activity. How did it make them feel? That is the main thing.

They might make individual maps, as suggested at the end of the lesson in the Quarterly. Have they done that? What, if anything, does your class do with a suggestion made in the Quarterly or in the class?

What reaction have you had in that matter of correspondence? Have you kept it

up? Or didn't you begin it? It is not too late yet. How have your pupils reacted to the suggestion? Have you had any interesting letters? If so, send your best ones to *The Instructor*—or copies of them.

#### Application.

Since there is no natural application to this lesson, you might ask your class to continue the one suggested for last week. Ask them to do something for some one else during the coming week, and then to report at the next recitation—if they do not object.

Be sure to read the next lesson now. It is a review of the entire Quarterly. You ought to have in mind now some definite questions or assignments for that event.

#### Lesson Enrichment.

As an enrichment feature, have some student read the poem, "There Are Two Seas," printed herewith. If possible get an atlas or round globe of the world and sketch a copy or arrange an outline map of the United States, leaving out all of the states except Utah, and draw with a pen the two seas in Utah. Then on the other side of the orange, not quite straight through the globe, but almost, when turning it from left to right, is Palestine, a very small country south of Syria, and northeast of Egypt. Try to get the comparative size of the Dead Sea and Great Salt Lake; also the Sea of Galilee and Utah Lake. Bring out that in Palestine the Jordan River runs South from the Sea of Galilee to the Dead Sea, whereas in Utah the Jordan River flows North from Utah Lake to Great Salt Lake, and that much of the water of the Jordan is taken out for irrigation, hence very little water reaches Great Salt Lake.

## HOW THE PEOPLE GOT ALONG WITH INDIANS

### Lesson 22. For Sunday, June 20, 1937

You will find the story of Jacob Hamblin told in greater detail in Evans's *The Story of Utah*, chapter twelve. There is also a picture of Hamblin there, the only one ever taken of him. If you wish more details of this Indian scout, you will find them in a little book called *Jacob Hamblin*. It is the story of his life in his own words.

Perhaps no better aim for this lesson could be found than the one suggested in the story of the blankets. It is honesty, but honesty under circumstances where it could

be easily argued that there was nothing dishonest about the transaction. Hamblin, however, had great stakes in mind. He had to deal justly with a people who had been dealt unjustly with by many.

Should you wish you might make assignments to your pupils from either of the references just given. It would stimulate interest in the subject.

The main thing, however, is to get the class to feel the need for being scrupulously honest themselves. To get this result you will need to dig into the environment of the children for the purpose of bringing to light just how they might imitate Hamblin in their own situations. Try to get situations in which they should be honest but in which they could "get by" with dishonesty.

Try out the questions at the end of the lesson in the Quarterly.

### QUESTIONS IN REVIEW

#### Lesson 23. For Sunday, June 27, 1937

It would be well for you, as was suggested to the class, to read the whole Quarterly again, so as to refresh your memory on its contents. For you will need more than the questions suggested in the Quarterly. Bring out all the maps you used. Review the questions in the Quarterly. Revive the suggestions for activity outside the class. Here are answers to the review questions:

1. The First Quarterly concerns space; this one, time.
2. We go back in time through the imagination.
3. See the Quarterly.
4. Go into this in detail. Pupils can answer easily.
5. To be developed in class.
6. The Australian mission for first three; the French, for last.
7. Center of Church—headquarters. Fayette, Kirtland, Far West, Missouri, Nauvoo, Illinois.
8. The valleys of Salt Lake, Tooele, Weber, Utah, and Davis county.
9. Parowan, San Bernardino, Bear Lake valleys.
10. Remember the map?
11. In their houses, their conveniences, in modes of travel, in ways of communication, in machinery.
12. In the land, in the origin of people, in being on a main highway, in gaining the attention of the people of the world.

#### Suggestion.

You might develop this review in an oral review, or with pencils and the Quarterly. If you wish, you might assign the questions asked in the Quarterly and ask each child to be prepared to answer, using pictures or anything he wishes to illustrate his answer. But you will have to use caution lest your pupils become unruly.

*Think  
Right...*



David V. Bush.

Think smiles, and smiles shall be;  
Think doubt, and hope will flee.  
Think love, and love will grow;  
Think hate, and hate you'll know.  
Think good, and good is here;  
Think vice—its jaws appear.  
Think joy, and joy ne'er ends.  
Think gloom, and dusk descends.  
Think faith, and faith's at hand;  
Think ill, it stalks the land.  
Think peace, sublime and sweet,  
And you that peace will meet.  
Think fear, with brooding mind,  
And failure's close behind.  
Think this: "I am going to win!"  
Think not on what has been.  
Think vict'ry; think "I can!"  
Then you're a "winning man."

# PRIMARY

## NEW TESTAMENT STORIES

For Children 7, 8 and 9 Years of Age

General Board Committee: Frank K. Seegmiller, Chairman; Lucy G. Sperry

### LESSONS FOR JUNE, 1937

#### PLAYING STORE

Story 18. For Sunday, June 6, 1937

#### Text.

Matt. 25:14-30.

#### References.

Hurlbut, *Story of the Bible*, p. 620; Pater-son-Smyth, *People's Life of Christ*, p. 364; Talmage, *Jesus the Christ*.

#### Objective.

Strict diligence is a certain help to suc-cess.

#### Study of Materials.

#### Outline.

- I. The Rich Man's Journey.
- II. The Trust Imposed on the Servants.
  - a. To one, five talents.
  - b. To another, two talents.
  - c. To the third, one talent.
- III. How Each Used His Opportunity.
- IV. The Master's Judgment on Each Ser-vant.

#### Lesson Facts.

Jesus was in Perea. As He traveled from place to place, He told many wonderful stories to the people. One thing that He wished to impress upon them was that He was soon to leave them for a long, long time. Would they show diligence in serving Him? A story like this would remain in their minds after His death. It would spur the Chris-tians on to right living when they thought of Him who had given it. Probably much of the faithfulness of the Christians just after Jesus' death was due to just such stories as the "Parable of the Talents."

#### Lesson Enrichment.

#### Music and Art.

#### Song.

"Oh, What Can Little Hands Do," page 117, *Songs for Little People*—Danielson and Conant; "Morning Hymns"—*Hollis Dann Music Book*; "Two Hands Now Let Us Show," *Kindergarten and Primary Songs*, Frances K. Taylor, p. 11.

#### Picture.

The Ten Talents—leaflet.

#### Spoken Arts.

#### Memory Gem:

Heavenly Father I would ask,  
For a gentle will;  
Help thou me my every task  
Faithful to fulfil.

#### Guidance Hints.

True religion should make one better in all the affairs of life. Jesus undoubtedly meant that this story should cause the Chris-tians to be diligent in good works while they waited for His second coming. To a child the appeal of the story will lie in the awak-ening of a desire in him to do some com-monplace task well. If through this parable we can awaken in him a desire to get a les-son better, to help at home better, the story will have done a good work.

#### Point of Contact.

Use the one given in Leaflet.

#### Application.

No doubt each of you children has some task to perform during the day. (Draw from the children the different tasks they are given to do, at school, at home, or at Sunday School. Talk of the different ways children have of doing these tasks. Bring out the fact that many children do them in such a way that they are a joy and not a task. Others grumble and complain about them. Draw such incidents from the chil-dren. Have them express themselves free-ly, on their attitude regarding the things they have to do.)

How does our story today tell us we should do our work?

#### Directed Activity.

Teachers will find this an easy and popu-lar way to dramatize. Seeing that a few characters are called for, it is advisable to have each group do their individual dramati-zation. Draw from the children the char-acters needed for the story, etc. One of the children may be the narrator and tell certain parts of the story as Jesus did.

## REVIEW

For Sunday, June 13, 1937

Review Number Five, Unit IV. Stories 15-18, "Jesus Teacher of the Way of Goodness."

This is the children's expression period. During the month, no doubt, the teacher has done most of the talking. Now let us find out just what they know about the stories that teach "Jesus Teacher of the Way of Goodness."

One of the most popular ways with children of doing this is by the teacher preparing a list of questions written on slips of paper. Be sure to prepare enough for at least one for every child in your group. Several methods can be used in giving out these slips. You may want to give them out the week before as an assignment, or have the children ask each other the questions from their slips.

Be sure that you formulate some questions to determine if the children have the objective of each lesson clearly in mind. Some of the slips may have the correlating memory gem or song on them as an enrichment for the review period.

A POOR WOMAN WHOM  
JESUS LOVED

Story 19. For Sunday, June 20, 1937

Text.

Luke 7:36-50.

References.

Hurlbut, *Story of the Bible*, p. 562; Pateron-Smyth, *A People's Life of Christ*, p. 25; Talmage, *Jesus the Christ*.

Objective.

True love is shown by a desire to serve other people.

Study of Material.

Outline.

- I. The Woman.
  - a. Why she loved Jesus.
  - b. How He treated her.
- II. The Feast of Simon.
  - a. How he treated Jesus.
  - b. The woman's act of love.
  - c. Simon's resentment.
- III. The lesson to Simon.

Lesson Facts.

The feast of Simon the Pharisee took place early in Christ's life in Galilee. Jesus was probably out in the country on one of His missionary tours when Simon invited Him to this dinner party.

The setting needs some explanation. Galilee was full of Greeks. The Jews in Palestine had quite generally taken up with their way of dining. They reclined on couches at meals. Christ may have had the couch next to the door. In that case His back was turned to the door. His feet would also be near the door, so that the woman could readily enter quietly and bathe them as the story tells.

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Lesson Enrichments.

Music and Art.

Song.

"Let's Be Kind To One Another," *Deseret Sunday School Songs*; "Service Son," page 5, *Kindergarten and Primary Songs*, Frances K. Taylor.

Picture.

(The woman wiping the feet of Jesus with her hair.)

## MEMORY GEM

Let's be kind to one another,  
Let us win each other's love,  
Let us be a sister—brother,  
As the angels are above.

Point of Contact.

There are many ways people have of showing their love for each other. (Bring as many pictures to the class as possible to show the actions of people in showing love for another. Children may be helping mother. Some one may be waiting on the sick. A boy may be helping a wounded animal, etc.)

Today our story tells us of a very strange way in which a woman showed her love for Jesus.

Application.

Jesus leaves a message to me in this story. Can you tell what that message is? (To be kind to every one regardless of his station in life.) What a happy world this would be to live in if every one could always be kind. Not just to the well dressed, the smart, or the fortunate person in life, but especially to the unfortunate. (Here is your opportunity, teachers, to show kindness to some unfortunate in your community. Make a project of helping some one and you will find the same gratitude that the woman showed Jesus.)

Directed Activities.

Read the part in your leaflet that tells about the poor woman whom Jesus met.

Read the part that tells how Jesus treated her.

Read about Simon's house.

Can you find the part that tells about the customs of the people?

How did the woman repay Jesus' kindness to her? Read it to us.

Read the words that Jesus might have said to Simon.

## JESUS BLESSES LITTLE CHILDREN

Story 20. For Sunday, June 27, 1937

### Text.

Matt. 18:1-10.; Mark, 10:13-16; Luke 9:46-50.

### References.

*Bible and Church History Stories*, p. 117. Hurlbut, *Story of the Bible*, p. 591; Pater-son-Smyth, *A People's Life of Christ*, p. 311; Talmage, *Jesus the Christ*.

### Objective.

Real love for those beneath us is a sign of true greatness.

### Study of Materials.

#### Outline.

- I. Jesus and the Children.
  - a. His love for them.
  - b. Their desire to be near Him.
  - c. Children brought to Him.
- II. His Rebuke to the Disciple.
- III. His blessing.

### Lesson Facts.

Twice in the life of Jesus, He showed His great love for children. Once just after the return from the Transfiguration at the home of Peter. He took a child in His arms. It may have been Peter's own child. This child symbolized the qualities the apostles must have to be worthy to enter the kingdom of heaven.

The incident of today's lesson took place in Perea near the close of Jesus' life. His time on earth was short. He needed every moment to finish His work on earth. But what better way was there to bring it to a fitting close than by blessing children?

### Lesson Enrichments.

#### Music and Art.

"He Blessed Them," *Kindergarten and Primary Songs*, p. 34, Frances K. Taylor; "Let the Little Children Come," *Primary Song Book*; "Jesus Blessed the Children," *Primary Song Book*; "I Think When I Read That Sweet Story of Old."

#### Picture.

Jesus Blesses Little Children, *Primary colored set*, No. 51, *New Testament* p. 118; *Bible and Church History Stories, Primer*, p. 118.

### Spoken Arts.

#### MEMORY GEM

"Suffer the little children to come unto me and forbid them not for of such is the kingdom of heaven."

### Guidance Hints.

At the Primary age the child's attitude toward people is one of faith and good will. He is naturally trustful and loving toward his superiors. Perhaps one of the best ways to preserve this attitude will be through the highmindedness of the teacher. If teachers could be so fine that children would look up to them and long for them as they did for Jesus, then indeed would they have a light to follow. Why not resolve to be that light? Your tenderness, your service, your religious devotion are vital. Be a light.

### Point of Contact.

Some children are happy. (Show a picture of a smiling child) while others are sad. (Show a picture of an unhappy child.) Why do you suppose one is happy and the other one not so? (Let the children give many reasons). I think that the one word "love" tells the difference. The happy child has many to love her. Who? There is some one who loves us all even more than our family, friends, etc. Do you know who it might be? Jesus is our most loving brother and friend.

### Application.

Show the story picture again and have them notice "the happy expression on the faces of the children: the child in the foreground who is asking his mother if he should give Jesus the flowers; the baby in his mother's arms, the little one upon whose head Jesus has laid his hand." Why are they so happy? How can we return Jesus' love? Have the children name ways which the lesson has brought out, such as by being happy, kind, giving to others, praying and by courtesy.

### Directed Activity.

The Memory Gem for this lesson is one of the most beautiful ones we teach in the Primary Department. Therefore let's take our activity period to make this gem live more clearly in our lives. Several methods may be used for this. One successful method is to have the children build the gem with cards. Have the different words written on the cards and pass to the children and have them go to the front and fit into their places. Colored words add to the attractiveness. Vary your methods with different groups and let them show each other.



# KINDERGARTEN



## BOOK OF MORMON

For Children 4, 5 and 6 Years of Age

General Board Committee: Geo. A. Holt, Chairman; Inez Witbeck, Marie Fox Felt

### SPECIAL REVIEW PERIOD

#### Lesson 131. For Sunday, June 6, 1937

I have a picture with me this morning of a very wonderful man. (President Heber J. Grant.) He is the head of this wonderful Church of ours and is called our prophet. It is President Grant who tells us what to do if we would please Heavenly Father and show Him that we love Him.

Long ago the people who belonged to our Heavenly Father had prophets too. One was named Nephi and the other Lehi. These two good men went from city to city telling

#### CONCERT RECITATION

Our Father's love is sure,  
And very wise His care,  
He gives us what He knows is best,  
And hears our every prayer.

the people about our Heavenly Father, just as our missionaries do now. One day, as they were traveling along, a great band of Lamanites captured them. Who remembers what they did to them? (Threw them into prison.) Our *Book of Mormon* tells us that they planned to hurt them. In what way did Heavenly Father protect these good men? (By sending a fire to encircle the person.) Who can tell us what wonderful thing happened next? (God spoke to the people.) About what? (The purpose of Nephi's and Lehi's visit.) Our story says that the people saw more. (Nephi and Lehi talking with angels.) All during this time it was very dark and the people were afraid. Their leader told them to do what? (To kneel in prayer and ask Heavenly Father to forgive them.) Did Heavenly Father forgive them? How do we know? (The light returned. Nephi and Lehi were released from prison. The Lamanites obeyed the words of the prophets.)

The reviews for the other two lessons, "Samuel, The Lamanite," with the objective, "God's protecting care is with those who obey and honor Him" and "The Sacred Signs Appear," the objective of which is "If we are faithful, the Lord will remember His promises to us" may be similarly planned.

Your songs and gems will be those used last month with these lessons.

### THE EARTH TREMBLES

#### Lesson 132. For Sunday, June 13, 1937

##### Texts.

*III Nephi 7:14-26; 8; 9; 10; Life Lessons For Little Ones—Third Year.*

##### Objective.

*God is merciful and will protect the righteous.*

##### Songs.

a. "Christmas Night," p. 33, *Song Stories by Patty Hill.*

b. "Jesus Once Was a Little Child," *Primary Song Book.*

##### Prayer.

By a little child.

##### Approach.

We are told in this good book called *The Bible* (show one), that "God so loved the world that He sent to us His only son who was named Jesus." I wonder why He did that? (So that Jesus could show us the right way to live and the right things to do.) What has our Heavenly Father promised us if we live as Jesus taught us to? (His love and protection.) Let us thank Heavenly Father for sending Jesus to this earth and ask Him to help us to be kind and good each day. Barbara may say the little prayer first and we will repeat after her.

##### Song Practice.

"He Blessed Them," p. 34, *Kindergarten and Primary Songs*, by Frances K. Taylor.

By way of introduction, sing "To The Land of Judea," p. 17, *Kindergarten and Primary Songs*, by Frances K. Taylor. This speaks of Jesus in the old world, in the land of Judea where He was born. Our new song gives us a surprise. It tells us of the time when Jesus came to the new land of America; a land which the people of Judea knew nothing about. Our Heavenly Father, however, knew about these good people named Nephites. He had helped to bring them here. You remember it was He who told the first Prophet Nephi how to build a boat that would be strong enough to carry them safely across the mighty ocean, to this

land of America. He wanted Jesus to visit them and to teach them the same lessons that He had taught the people in the land of Judea. Let us listen to Sister ..... play the song, and then I will sing it for you. If you listen closely you may be able to tell what Jesus did for the Nephite children that He had already done for the Jewish children.

Plan your teachings, steps and song practice periods for the entire month in advance. See p. 22 of your textbook for suggestions and method of teaching a song.

### Rest Exercises.

Jesus loved the Americas. He loved the land where He was born. Both were blessed by warm bright sunshine. In both places grew beautiful flowers and trees for all to enjoy. Fruits and vegetables grew abundantly in both places. Today let us pretend that we are taking a walk in this beautiful world, and as we pass by and enjoy the things we see, let us remember that God made them all. Sing and go through the motions of "A Little Boy's Walk," p. 30, *Finger Plays*, by Emilie Poulsson.

### Lesson Story: The Earth Trembles.

Approach: Now that we are home again after our walk, I would like you to tell me how you feel. Of course you feel well. The good fresh air, the pleasant warm sunshine, and the exercise we get as we walk along under the beautiful shade trees, make us feel healthy, strong and happy.

There are days, however, that people don't like when the dark clouds hide the sun, when the wind howls and everything that lives seeks shelter and protection from the storm. How thankful we all should be for a warm and comfortable home.

Heavenly Father protects from harm those who try earnestly to do his will. He did not protect those enemies of Jesus who were wicked.

### Lesson Outline. Supply your own.

### Memory Gem: (Same as Last Sunday).

### Activity Period.

Bring to class pictures of children doing kind, merciful deeds; pictures wherein the children have been thoughtful of others. As you hold the pictures in front of the group, have the children take turns telling you the story the picture tells them.

In closing, the teacher might add that people who do these things are greatly loved by our Heavenly Father and will be protected by Him.

### Closing Song.

"His Little Ones," *Kindergarten and Primary Songs*, Frances K. Taylor.

### Prayer.

By a teacher.

## THE SAVIOR COMES TO AMERICA

### Lesson 133. For Sunday, June 20, 1937

### Text.

III Nephi 11, 12:1-12; *Life Lessons for Little Ones—Third Year*.

### Objective.

If we follow the Savior's teachings we shall be with Him in Heaven.

### Songs.

- "Jesus Wants Me for a Sunbeam," p. 211, *Deseret S. S. Song Book*.
- "For This I Pray," p. 50, *Kindergarten and Primary Songs*, by Frances K. Taylor.

### Prayer.

By a little child—class repeat.  
I wonder who can name one thing that Jesus told us to do to be happy? Virginia, you may be our prayer leader today and we will all repeat after you.

### Song Practice.

Song for the month—"He Blessed Them," p. 34, *Kindergarten and Primary Songs*, by Frances K. Taylor.

### Rest Exercise.

Jesus wants us to be thoughtful of others. Harvey's grandmother is not able to leave home very much to go to church or to go visiting, because she is very old and not very strong. Let us pretend that we are picking these lovely flowers that you boys and girls brought to Sunday School this morning. When Harvey goes home after Sunday School we will give them to him, with a note, to take to his darling grandmother with our love. Jimmy lives next door. Perhaps he would like to go with Harvey when he delivers the flowers.

### Lesson Story.

The Savior Comes to America.

### Approach.

Jesus told us to do many things; to play happily with our little friends and be thoughtful of other people. He told us to be merciful. As I was passing by Richard's home

the other day, I noticed him pick up a little baby bird that had fallen from its nest. Holding it carefully, he climbed up the tree and placed the baby bird back in its nest. I was proud of him for doing that.

Not many days ago, I visited Eleanore's home. I found her mother very busy. Eleanore had her little brothers at the table helping them to draw. She was aiding her mother by keeping those sweet children happy and contented. No one thought of quarreling or saying unpleasant words to the other.

Soon Eleanore's mother had finished her work and the little boys hurried into their nighties. Before they jumped into bed, they knelt at their mother's knee and thanked Heavenly Father for His blessings of that day.

All those things Jesus taught to the Jewish people in His Sermon On The Mount. The people over here in America were to hear Jesus teach the very same lessons. Our lesson today tells us of the day Jesus came to the land of America and of the many things He said and did while there.

**Lesson Outline.** Supply your own.

**Memory Gem:** Same as Last Sunday.

**Activity Period.**

When Jesus was in the old world of Palestine, He chose twelve men to be His helpers. When Jesus went to America He chose twelve men to help Him there. Right now President Grant has twelve helpers whom we call our twelve apostles. Let us cut their pictures out of this newspaper and mount them on this paper. We will then hang them on our wall. Perhaps some time we will see one or all of these men at the big conference held in Salt Lake City in April and October. We are happy to have such men to be our leaders. (The Deseret News prints pictures of the twelve apostles several times a year. Keep them for this purpose when they appear.)

### CHRIST'S MINISTRY AMONG THE NEPHITES

**Lesson 134. For Sunday, June 27, 1937**

**Text:**

III Nephi 13; 14; 15; 16; 17; *Life Lessons for Little Ones*—Third Year.

**Objective.**

*The Lord answers those who ask in perfect faith.*

**Songs.**

a. "Jesus and The Children," p. 8, *Kindergarten and Primary Songs*, Frances K. Taylor.

b. "Forgiveness," p. 25, *Kindergarten and Primary Songs*.

**Prayer.**

By a little child; class repeat.

**Approach.**

"We love the name of Jesus  
He hears us when we pray  
He gives us many blessings  
And helps us day by day."

—Annie Malin.

Aren't we thankful for that? Let us thank Jesus for all His blessings to us during this past week; for the sunshine, the birds and the flowers. Let us ask Him to protect us from harm and sickness. He will bless us if we have faith and believe that He can. Jane, you may be our prayer leader today.

**Song Practice.**

Song for the month: "He Blessed Them," p. 34, *Kindergarten and Primary Songs*.

(This song fits particularly well into the lesson of this day. Review it thoroughly. See that the meaning of the song is clear and that the words are enunciated correctly.)

**Rest Exercise.**

To the music of "Butterflies" found in Francis M. Arnold's collection of Rhythms For Home; Kindergarten and Primary (publishers—Willis Music Co., Cincinnati, Ohio) give the children the opportunity to fly quietly and gracefully, a few at a time, around the circle. In this activity, they are imitating the movements of one of God's wonderful creations.

**Lesson Story.**

Christ's Ministry Among The Nephites.

**Approach.**

(Bring a picture of a little child kneeling in prayer.) I brought this picture because I liked it so well and it means so much. This little boy is just ready for bed, but he wouldn't jump into bed without first thanking our Heavenly Father for His protecting care during that day. He wants to thank God, our Father, for this beautiful world, the sunshine, flowers, his parents and his little friends. It is night time and he knows that if he asks our Heavenly Father to bless and protect him all during the night, that He will. Our Heavenly Father never fails to bless us with the things that are good for

us if we but pray to Him, believing that He will answer us.

Jesus taught the Nephite people long ago that very same lesson; that God our Father answers the prayers of those who ask in perfect faith. He taught them other beautiful lessons, too.

### Lesson Outline.

Supply your own.

### Memory Gem.

Same as last Sunday.

### Activity Period.

Teachers of kindergarten children must of necessity be on the outlook for appropriate pictures at all times. From your collection and from those that the children may bring, make a booklet entitled "We Pray." Have in it pictures of people praying, especially children, under as many different circumstances as you can find pictures to illustrate. For instance, the blessing on the food, the morning and evening prayers, the family prayer, Joseph Smith prays in the woods, people praying in church, etc.

## CRADLE ROLL DEPARTMENT

First Sunday, June 6, 1937

### Textbook.

*Cradle Roll Lessons*, by Louise Oglevee.

### Class Program.

1. Gathering Wraps.
2. Morning Greetings.
3. Songs.
  - a. "Good Morning Song," p. 73, *First Year Music Book*, by Hollis Dann.
  - b. "Lord, Who Lovest Little Children" (first verse), p. 17, *Songs For Little Children*, Danielson and Conant.
4. Prayer.
 

By a little child.

Example: "Thank you, Heavenly Father for this beautiful day. Thank you for taking care of us all last night. Amen."
5. Songs.
  - a. Tune, "Robin Redbreast," p. 15, *Child Land in Song and Rhythm*, Jones and Barbour (Book I).
 

Words—

"Oh, I am Sally Spinach,  
"Oh, Ho! Oh, Ho! Oh, Ho!  
And I am full of iron  
To help to make you grow."
  - b. "A Little Boy's Walk," p. 32, *Finger Plays*, by Emilie Poulsson.

### 6. Rest Exercise.

Today, let us pretend that we are different kinds of animals. First let us be little Bunnies. Who can show us how they hop? Ralph may show us. Very good. Now Virginia, Janice, Donald and David may have turns.

After each of the children has had a turn, try imitating elephants, bears and the like.

### 7. Lesson Approach and Story.

We have pretended to be many kinds of animals and have had a lot of fun, haven't we? Now let us once more pretend that we are Sally Spinach and sing that song again. ("Oh, I am Sally Spinach.")

Last Sunday, we heard of a boy named Daniel who liked spinach and all other kinds of vegetables. He asked for the king to give him these foods instead of what other kinds? Can you find pictures of the good foods up on the wall? Can you name them?

Daniel was a brave boy in other ways. He was not afraid to pray to our Heavenly Father, even when the King told him not to. (Tell the story, "Daniel and the Lions.")

### 8. Activity Period.

Color a tracing of a lion.

### 9. Song.

Children's choice.

### 10. Pass Wraps.

### 11. Song.

"Parting Song," p. 7, *Kindergarten Plan Book*.

### 12. Prayer.

By a teacher.

Second Sunday, June 13, 1937

"A Song of Thanks," p. 25 in *First Year Music Book*.

"A Little Boy's Walk," p. 30, *Finger Plays*, by Emilie Poulsson.

"The Counting Lesson," p. 54, *Finger Plays*, by Emilie Poulsson.

### Rest Exercise.

To the music of "Flying Birds" found in Francis M. Arnold's Collection of Rhythms for Home, Kindergarten and Primary (Publishers, "Willis Music Co.," Cincinnati, Ohio) have the little children represent bluebirds, robins, canaries and other birds flying about in Heavenly Father's beautiful sunshine.

### Lesson Approach and Story.

I am so very, very happy today. The sun is shining so brightly and the birds are

singing so sweetly. Everything I passed on the way to Sunday School seemed to tell me of Heavenly Father's great love for us all. Then, too, I was on my way to be with you and that always makes me happy.

Jesus loved little boys and girls, too. I know a song that tells of His great love and how, when He lived on this earth, He took the little children on His knee, just as your Fathers do you. (Sing, "Jesus And The Children," p. 8, *Kindergarten and Primary Songs*, by Frances K. Taylor.) Continue by telling the story "Jesus and the Children."

#### Activity Period.

Find pictures of happy children at play, or doing deeds of service. Cut them out and paste in a small booklet. Write on the title page the following verse—

"Jesus loves me, this I know;  
For the Bible tells me so."

#### Third Sunday, June 20, 1937

##### Songs.

a. "I Saw Many Things Today," p. 11, *Kindergarten and Primary Songs*, by Frances K. Taylor.

b. "All For Baby," p. 40, *Finger Plays*, by Emilie Poulsson.

##### Rest Exercise.

Go through the motions as you sing "The Little Plan," p. 24, *Finger Plays*, by Emilie Poulsson.

##### Lesson Story and Approach.

You have been splendid, little helpers. In our little song, "Here's a Ball For Baby," we were helping mother, by amusing the baby. In our song, "In My Little Garden Bed," we were helping Father prepare the ground and plant the seeds. Heavenly Father then sent the sunshine and the rain to help the seeds to grow.

I was pleased to have Jay gather all the

little hats for us. Jane was a helper too when she put into the water the flowers that you children brought.

There was once a little boy who was a helper to Jesus. Tell the story. (A Little Boy Who Helped Jesus.)

#### Activity Period.

Give the children paper and crayons. Have them draw pictures of bread and fish such as the little boy gave to Jesus to feed the hungry multitude with.

#### Fourth Sunday, June 27, 1937

##### Songs.

a. "The Heart Garden," p. 63, *Kindergarten and Primary Songs*, Frances K. Taylor.

b. "I Like Little Pussy," p. 64.

##### Rest Exercise.

Today, let us think of kind acts to do. Yes, Jane, we may rock the baby for mother. Shall we sing "Rock-a-bye Baby" while we are doing it?

Ralph would like to sweep the front porch and the sidewalks, so that they will be clean.

Dorothy would like to pick flowers to take Joan who has been ill.

##### Lesson Approach and Story.

The things that you just had us do are very kind deeds. These and ever so many things we can do each day, if we are looking for the opportunity. I know a story about a woman who was especially kind to one of Heavenly Father's servants. (Tell the story, "A Kind Woman.")

#### Activity Period.

Draw a picture of a house with a flat roof and on the top of the roof, a small room. Draw a picture of an outside stairway running from the ground to this little room. This was like the house where the kind lady lived, and the room that she had built for Elisha.

## My Wealth

BY CHRISTIE LUND

This is my wealth—  
A blue-eyed girl  
With a smudge on her nose  
And a wayward curl.

This my fame—  
The trust in her eyes  
For one she has come  
To idolize.

This is my glory—  
The prayers at my knee  
Of this blue-eyed girl  
Who belongs to me.



# THE FUNNY BONE



"The delicious alchemy of laughter converts even tears into the quintessence of merriment, and makes wrinkles themselves expressive of youth and frolic."

## Rigid

Mrs. Jones: "Look, dear, how picturesque; the Browns are bringing in a Yule log."

Mr. Jones: "Yule log my eye; that's Brown."—*The Bee-Hive*.

## Circulation Guaranteed

Stubbs: This government report states that the life of a paper dollar is only seven or eight months.

Stubblefield: Well, I have never had one die on my hands.

## Tact

Dentist: "You needn't open your mouth any wider. When I pull your tooth I expect to stand outside."—*Columbia Jester*.

## A Ticklish Subject

First Co-ed: Have you noticed Jack's new mustache; it makes me laugh.

Second Co-ed: Tickled me, too.

## Not Physically Able

Teacher (to mischievous boy): James, sit down in front.

James: Sorry, Miss, I can't; I'm not made that way.

## No, Sirree

Said the farmer's wife to the druggist: "Be sure and write plain on them bottles which is for the horse and which is for my husband. I don't want nothin' to happen to that horse before the spring plowin'."—*Brooklyn Central*.

## Playing Safe

A man walked into the grocery store: "I want all the rotten eggs you have," he demanded.

"What do you want with stale eggs?" asked the clerk. "Are you going to see the new comedian at the theater tonight?"

"Sh-sh-sh," hissed the buyer nervously, "I am the new comedian." — *Catholic News (New York City)*.

## Term-inology

First Voter: Don't you think it would be a good thing if our legislators were limited to one term?

Second Voter: It would depend altogether on where the term was to be served.

## Remote Control

A doctor attended an old lady from Scotland who had caught a severe cold.

"Did your teeth chatter when you felt the chill coming over you?" asked the doctor.

"I dinna ken, Doctor; they were laying on the table!" was the pleasant reply.—*Boston Transcript*.

## Wrong Number

Irate Subscriber to Operator: "Am I crazy or are you?"

Operator: "I am sorry, but we do not have that information."—*Jersey Bell*.

## Reason

Husband: "I sure miss the old cuspidor."

Wife: "You missed it before, that's why it's gone."—*Boston Transcript*.

## Service

Barber: "Hair-cut?"

Sap: "No, just change the oil."—*The Bee-Hive (East Hartford, Conn.)*.

## Tough

Judge: "Do you challenge any of the jury?"

Defendant: "Well, I think I can lick that little guy on the end."—*Automotive Merchandising*.

## Intervention

Customer (having a rough shave): "I say, barber, have you got another razor?"

Barber: "Yes, why?"

Customer: "I want to defend myself."—*Montreal Star*.

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Park City, Richmond

**FIRST SECURITY BANK OF IDAHO**

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Hailey, Idaho Falls, Jerome, Montpelier,  
Mountain Home, Nampa,  
Payette, Pocatello, Preston, Rupert,  
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SAY THAT YOU SAW IT IN THE INSTRUCTOR



# Scowcroft's

## BLUE PINE FINEST CATSUP

The gorgeous scarlet color, the luscious sun-ripened flavor of Scowcroft's specially grown tomatoes is combined with Blue Pine savory spices to make this velvety sauce that "does something wonderful to your appetite."

# Scowcroft's

## BLUE PINE FINEST TOMATO JUICE

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